DOCUMENT RESUME

ED 303 955 EC 212 252

TITLE	Strategies for Improving Indiana's Programs for Seriously Emotionally Handicapped Students. Teaching Training Modules.
INSTITUTION	Indiana State Dept. of Education, Indianapolis. Div. of Special Education.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Jan 87
CONTRACT	300800715
NOTE	468p.; For related documents, see EC 212 251-264.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC19 Plus Postage.
DESCRIPTORS	*Behavior Disorders; Behavior Modification; Crisis Intervention; Educational Diagnosis; *Educational Strategies; Elementary Secondary Education; *Emotional Disturbances; Individualized Education Programs; Interdisciplinary Approach; Interpersonal Communication; Modeling (Psychology); *Professional Development; Student Educational Objectives; Student Evaluation; Teacher Workshops; *Teaching Methods; Teamwork

ABSTRACT

Five staff development modules are presented, designed for teachers who work with emotionally handicapped students. Intended to be taught by master teachers, each module contains a rationale statement, statement of purpose, scope of instruction, discussion of prerequisites, pretest and posttest, and related handouts and learner activities. Following are sample goals and objectives for each module. (1) Assessment (4 workshops): use of formal assessment information, student records, direct observation, rating scales, and behavioral checklists to assist in identifying specific academic and behavioral problems; conducting an environmental assessment; developing and maintaining appropriate documentation. (2) Development, Implementation, and Evaluation of Individualized Education Programs (IEPs) (2 workshops): participating in the development of functional goals; translating IEP goals and objectives to daily instructional activities; summarizing instructional data to evaluate IEP objectives. (3) Behavior Management and Crisis Intervention (4 workshops): applying 12 specific behavior management techniques; using time out effectively and ethically; facilitating generalization of behavior. (4) Affective Education (8 workshops): demonstrating invitational behavior and behavioral modeling; maintaining an appropriate classroom climate; developing students' problem-solving and coping skills. (5) Consultation, Training, and Teacher Roles: (6 workshops): developing essential consultation communication skills; functioning effectively as a member of a multidisciplinary team; designing parent involvement activities. (JW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

/This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED303955

STRATEGIES FOR IMPROVING INDIANA'S PROGRAMS FOR SERIOUSLY EMOTIONALLY HANDICAPPED STUDENTS

TEACHER TRAINING MODULES

Division of Special Education
Indiana Department of Education

Indiana Committee on the Emotionally Handicapped
Shirley J. Amond, Chairperson

EC212252

BEST COPY AVAILABLE

January 1987

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Shirley Amond

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

The contents of this publication were developed under a grant from the Indiana Department of Education, Division of Special Education. However, the contents do not necessarily represent the policy of that agency, and no official endorsement should be assumed.

This project has been funded, at least in part, with Federal funds from the Department of Education under Contract No. 300300715. The contents of this publication do not necessarily reflect the view or policies of the Department of Education, nor does mention of trade names, commercial products, or organization imply endorsement by the U.S. Government.

INDIANA COMMITTEE ON THE EMOTIONALLY HANDICAPPED

MEMBERSHIP

Mr. Paul Ash	Acting Director, Division of Special Education
Ms. Shirley J. Amond Committee Chairperson	Director of Special Education West Central Joint Services

TEACHER TRAINING MODULES

Dr. Anne Bauer Chairperson	Professor University of Cincinnati
Dr. Carolyn Brown	School Psychologist Clark County Special Education Cooperative
Ms. Linda Grumley	Teacher Clark County Special Education Cooperative
Ms. Susan Holleran	Teacher Fort Wayne Community Schools
Ms. Cindy Jackson	Consultant Programs for Emotionally Handicapped
Dr. Sandra Lloyd	Teacher Trainer Indiana State University
Ms. Denise Oliver	Consultant West Central Joint Services
Ms. Sandy Tucker	Consultant, North Central Indiana Special Education Cooperative
Ms. Theresa Whitlow	Teacher Clark County Special Education Cooperative
Ms. Linda Williams	Teacher Clark County Special Education Cooperative

ACKNOWLEDGEMENTS

These training modules are the result of the cooperative efforts of many individuals who contributed time and expertise to the completion of this activity. Under the leadership of the Indiana State Advisory Council on the Education of Handicapped Children and Youth, and in cooperation with the Indiana Department of Mental Health and the Division of Special Education, the Indiana Committee on the Emotionally Handicapped was formed. That Committee was requested to survey resources and programs, consider problems in programming and coordination, and make recommendations directly to the State Advisory Council.

To all who served on the Committee, a note of special thanks and appreciation is offered for sharing all of their information and skills in the research, writing, and editing of this document.

The Committee members wish to thank the staff of the Indiana Special Education Administrators' Services Project: Dr. William R. Littlejohn, Director, and support service personnel Connie Cutter and Linda Wolf for their dedicated efforts on behalf of the project; Ms. Cindy Jackson for coordinating the training activities; the staff of the Clark County Special Education Cooperative for their support; and the Greater Clark County School Corporation for serving as the LEA for the project. Their contributions have been invaluable.

INTRODUCTION

The purpose of the staff development modules is to establish a basis for instruction of classroom teachers. They are designed specifically for teachers who work with students who have emotional handicaps. The modules are constructed to be transportable and are based on the concept of local trainers being trained as instructors for regionally or locally based personnel.

OVERVIEW

There are five modules in the package. Workshops included in the modules vary from two to eight.

Each of the modules contain a rationale statement, a statement of purpose, the scope of instruction, and a discussion of prerequisites.

The modules cover the following areas:

1. Assessment - 4 workshops
2. Development, Implementation, and Evaluation of I.E.P.s - 2 workshops
3. Behavior Management - 4 workshops
4. Affective Education - 8 workshops
5. Consultation and Training - 6 workshops

Overheads, handouts, video tapes, and selected commercially prepared materials are available with each module.

INTRODUCTION

Kelly and VanVactor (1983), reporting the results of a two year study of the efficacy of inservice approaches, concluded:

- Inservice training significantly increases teacher knowledge and performance.
- Gains in teacher knowledge are maintained more effectively when instruction is held on-site.
- On-site instruction provided by university personnel and master teachers employed by schools produces relatively equal gains in knowledge acquisition.
- Independent study is far less effective than approaches that involve some type of direct instruction.

In this project, direct instruction modules, presented by master teachers, as supported by the research above, will be developed, implemented, evaluated, and revised.

The development of training modules has been documented for both preservice and inservice teachers (Looney, 1978; Dardig and Moyer, 1979). A review of this research suggests the following five part format for modules:

1) The prerequisites, purpose, rationale, and scope of the module

2) Goals and objectives

3) Pretests

4) Learning activities and experiences for attaining the competencies, including a detailed presentation outline or narrative, materials employed, adapted or developed, and application activities to synthesize module content

5) Posttests

The modules include: (a) assessment, (b) the development, implementation, and evaluation of IEP's, (c) behavior modification and nonviolent crisis intervention, (d) affective education, and (e) consultation, training, and teacher roles. Specific goals and objectives for each module are:

MODULE 1: Assessment

1) The teacher will be able to use formal assessment information and student records to assist in identifying specific academic and behavioral problems.

    1a. The teacher will be able to use student's academic records to assist in identifying specific academic and behavioral problems.

    1b. The teacher will be able to use psychological reports and records to assist in identifying specific academic and behavioral problems.

1c. The teacher will be able to use medical and psychiatric data to assist in identifying specific academic and behavioral problems.

1d. The teacher will be able to use behavioral reports and records to assist in identifying specific academic and behavioral problems.

2) The teacher will be able to use direct observation to identify specific academic and behavioral problems.

2a. The teacher will be able to conduct a systematic observation, including antecedents, behaviors, and consequences.

2b. The teacher will be able to conduct an environmental assessment.

2c. The teacher will be able to synthesize behavioral data to assist in identifying specific academic and behavioral problems.

3) The teacher will be able to use rating scales, screening instruments, and behavioral checklists to assist in identifying specific academic and behavioral problems.

3a. The teacher will be able to identify a variety of rating scales, screening instruments, and behavioral checklists appropriate for students with emotional handicaps.

3b. The teacher will be able to properly administer a variety of rating scales, screening instruments, and behavioral checklists.

3c. The teacher will be able to apply the results of a variety of rating scales, screening instruments, and behavioral checklists to programming for students with emotional handicaps.

4) The teacher will be able to develop and maintain appropriate documentation.

4a. The teacher will be able to develop an appropriate and efficient record keeping system.

4b. The teacher will be able to write appropriate and pragmatic anecdotal records.

4c. The teacher will be able to efficiently collect data on a variety of behaviors.

MODULE 2: The Development, Implementation, and Evaluation of IEP's

1) The teacher will be able to participate in IEP meetings.

1a. The teacher will be able to describe the role of the IEP in the placement process.

1b. The teacher will be able to describe the content of an IEP.

1c. The teacher will be able to participate in the development of individualized, functional goals, and objectives to address students' need as determined by assessment.

8

2) The teacher will be able to implement IEP's.

2a. The teacher will be able to translate IEP goals and objectives to daily instructional activities.

2b. The teacher will be able to schedule appropriate instructional activities within a structured learning environment.

2c. The teacher will be able to address students' learning styles through instruction.

2d. The teacher will be able to adapt materials to meet individual needs.

2e. The teacher will be able to provide age-appropriate activities for students.

3) The teacher will be able to evaluate students' progress on IEP goals and objectives.

3a. The teacher will be able to apply, monitor and evaluate IEP objectives.

3b. The teacher will be able to involve significant others as informants for the evaluation of IEP objectives.

3c. The teacher will be able to summarize instructional data to evaluate IEP objectives.

MODULE 3: Behavior Management and Crisis Intervention

1) The teacher will be able to apply the basic principles of behavior management.

1a. The teacher will be aware of the need for consistency, structure, objectivity, and ethical application of behavior management techniques.

1b. The teacher will be able to apply the following behavior management techniques:

a. Positive reinforcement
b. Reinformcement of incompatible alternatives
c. Cueing
d. Shaping
e. Extinction
f. Contingency contracting
g. Token economy
h. Time out
i. Imagery
j. Proximity control
k. Fading
l. Modeling

2) The teacher will be able to design and implement behavior management programs to meet individual needs.

    2a. The teacher will be able to discuss the impact of child setting behavior, and teacher variables on designing behavior management programs.

    2b. The teacher will be able to use antecedent-behavior-consequences analysis to develop appropriate behavior management programs.

    2c. The teacher will be able to effectively and ethically use time out to modify behaviors.

3) The teacher will be able to evaluate and modify specific behavior management programs to facilitate generalization and maintenance.

    3c. The teacher will be able to consider variables for generalization of behaviors.

4) The teacher will be able to respond professionally and nonviolently in crisis situations.

    4a. The teacher will be able to apply a variety of crisis intervention strategies.

    4b. The teacher will be able to protect other students and self in crisis situations.

MODULE 4: Affective Education

1) The teacher will be aware of affective education curricula.

    1a. The teacher will be aware of the goals of affective education.

    1b. The teacher will be aware of several models of affective education.

    1c. The teacher will be aware of limitations and ethical concerns in conducting affective education.

2) The teacher will be able to develop a classroom environment conducive to affective development.

    2a. The teacher will be able to maintain an appropriate classroom climate.

    2b. The teacher will be able to demonstrate invitational behavior and appropriate behavioral modeling.

3) The teacher will be able to describe appropriate instructional goals for affective education activities.

    3a. The teacher will be aware of several resources for appropriate affective education activites.

    3b. The teacher will be able to conduct group meetings conducive to affective education activities.

4) The teacher will be able to develop students' problem solving and coping skills.

    4a. The teacher will be able to design a cognitive/behavioral intervention program.

    4b. The teacher will be able to design a special skills training program.

    4c. The teacher will be able to use selective counseling techniques to teach problems solving and coping skills.

MODULE 5: Consultation, Training, and Teacher Roles

1) The teacher will be able to consult with other school personnel.

    1a. The teacher will develop communication skills essential for consultation.

    1b. The teacher will be able to deal with conflict.

    1c. The teacher will be able to assist in the integration of mainstreamed students.

2) The teacher will be able to use community resources.

    2a. The teacher will be aware of resources within the community.

3) The teacher will be able to function effectively as a member of a multidisciplinary team.

    3a. The teacher will be able to identify the roles of the multidisciplinary team.

    3b. The teacher will be able to suggest special services appropriately.

    3c. The teacher will be able to prepare and present documentation to the multidisciplinary and IEP team meetings.

4) The teacher will be able to work effectively with parents.

    4a. The teacher will be able to communicate effectively with parents.

    4b. The teacher will be able to design appropriate parent involvement activities.

    4c. The teacher will be able to appropriately involve parents in program implementation.

These training modules will be implemented by two master teachers for each roundtable area. Master teachers will be receiving training to ensure the uniform implementation, presentation and application of these modules. Their duties include:

1) Maintain participation data, including that on registration and evaluation.

2) Maintain training modules and materials.

3) Manage the dissemination of self-instruction modules.

4) Provide support and consultation services related to implementation of the modules.

5) Train workshop presenters as appropriate.

Module 1. Assessment

I. Introduction

A. Rationale

Assessment is of paramount importance in the development of appropriate Individualized Education Programs. Assessment provides a composite of information about a student's strengths and weaknesses in learning potential, achievement, adaptive behavior, and social functioning. The more information obtained concerning a student, the more effectively teachers can develop goals and objectives that meet the student's educational priorities. A working knowledge of assessment and its uses allows teachers to monitor their effectiveness. Teachers able to interpret assessments would be better able to adapt the instructional environment for students with emotional handicaps.

A teacher is responsible for making decisions as to what and how students are taught. In making these decisions, they rely on formal and informal assessment data. Effective teachers are familiar with and appropriately use assessment information for insight into students' behavioral and academic development. Skills in collecting and interpreting behavioral and academic data assist teachers in developing, implementing, and evaluating IEPs.

This module addresses assessment as it pertains to developing and evaluating IEPs for students with emotional handicaps. The information and activities will assist teachers in developing a knowledge base for deriving the most from reports and data as they participate in case conferences and plan instruction and interventions.

B. Purpose

Upon completion of the module, teachers will:

- increase their knowledge and skills in utilizing assessment data for making program decisions;
- increase their awareness of assessment as a dynamic process which can be utilized in day-to-day instruction, as well as in screening, placement, and program planning;
- increase their knowledge of formal assessment information in identifying behavioral and academic problems;
- increase competency in the use of direct observation to identify behavioral and academic problems;
- increase competency in the use of ratings, screening instruments, and behavioral checklists to aid in identifying specific behavioral and academic problems; and
- increase competency in developing and maintaining documentation.

C. Scope

This module describes typically available instruments and offers suggestions for interpreting data. Case studies and examples of psychological, medical, psychiatric, and behavioral reports are included to assist teachers in applying their new skills.

The module does not include an indepth review of specific testing instruments, rating scales, or checklists. Interventions that may be suggested by case information and interpretations of data are addressed in other modules. The module provides factual and relevant information for teachers analyzing and utilizing common assessment techniques. The information is intended to stimulate questions, rather than provide interpretations of information connected through the assessment process.

D. Prerequisite Skills

This module is the first of this series because educational planning begins with assessment. A working knowledge of the terms in the glossary will insure that teachers derive the most benefit from the module.

Glossary

Anecdotal record - A nonsystematic method of recording a student's behavior, characteristics, and personal interactions. Anecdotal records are factual accounts of spontaneous behavior. They take the form of logs or incident reports and supplement data collected systematically.

Antecedent, Behavior, and Consequence Analysis - A technique used to systematically identify functional relationships among behaviors and environmental variables.

Applied behavior analysis - A systematic performance-based method for assessing and changing behavior.

Assessment - The process of gathering information for the purpose of making educational decisions.

Baseline data - Data which reflect an operant level of the target behavior. Operant level is the level of natural occurrence of the behavior before intervention. Baseline data serve a purpose similar to a pre-test. These data provide a level of behavior against which the results of an intervention procedure can be compared.

Continuous measurement - Continuous data collected for the purpose of monitoring and evaluating student progress.

Data-based decision making - Using direct and frequent measures of behavior as a basis for comparing student performance to a desired level and making adjustments in the student's educational program based on that comparison.

(DSM III) Diagnostic and Statistical Manual of Mental Disorders (3rd edition) - A manual that defines and classifies mental disorders according to the American Psychological Association guidelines.

Environmental assessment - A data collection process that examines the structure, interactions, organization, and climate of the learning environment.

Formative evaluation - Evaluation that occurs as skills are being developed.

Norm-Referenced standardized test - A test that compares a student's performance to that of the students in a norm group. Standard scores are identified on the basis of this group's performance.

Projective techniques - A psychological assessment procedure in which the client "projects" his personality through responses to ambiguous stimuli, such as pictures or ink blots.

Rating scale - The rating scale consists of a list of behaviors, characteristics, or traits on which the observer notes the degree of proficiency the student exhibits in his behavior, the amount of a certain behavior that he/she characteristically shows, or the quality of a product resulting from the student's behavior.

Reliability - Refers to a test's consistency; types of reliability include test-retest, alternate form, split-half, and interrater.

Sociometric procedure - A technique used to evaluate the social status or position of individuals in a particular social reference group.

Summative evaluation - An evaluation done at the end of the program.

Systematic observation - A method of observing one or more specifically defined behaviors that involve measuring frequency, duration, and magnitude of each behavior.

Validity - The degree to which a test measures what it purports to measures; types of validity include content, criterion-referenced (predictive and concurrent), and construct.

Introduction to Assessment Module

Prior to presenting the content, a *brief* introduction to assessment may be required to set the stage. The following outline is offered as a stimulus.

I. Purposes of assessment

- A. Screening
- B. Placement
- C. Program planning
- D. Program evaluation
- E. Assess individual progress

II. Assumptions underlying psychoeducational assessment

- A. Assessment is dynamic.
- B. Assessment is multidimensional.
- C. Behavior sampling is adequate.
- D. Present behavior is observed; future behavior is inferred.
- E. Acculturation is comparable.
- F. Error will be present.
- G. The person administering the instrument is qualified and capable.

Presenter is referred to the following references:

Ysseldyke, J. and Salvia, J. *Assessment in Special Education and Remedial Education*. Boston: Houghton Mifflin Co. (Chapters 1 & 2).

Ysseldyke, J. E. and Algozzine, B. *Critical Issues in Special and Remedial Education*. (1982) Boston: Houghton Mifflin Co. (Chapters 5 & 10).

WORKSHOP 1

1. The teacher will be able to use formal assessment information and student records to assist in identifying specific academic and behavioral problems.

1a. The teacher will be able to use student's academic records to assist in identifying specific academic and behavioral problems.

I. What are academic records?

- A. Academic records include data representing intellectual functioning, academic achievement, and academic history.
  - 1. Intellectual functioning refers to a measured intelligence that is determined by a standardized, multifactored test.
    - a. Intellectual assessment includes measures of learning potential and neuropsychological functioning.
    - b. Intelligence tests measure sample behaviors and can be administered to individuals or to groups. Academic records usually contain scores from group administered intelligence tests which are administered by the classroom teacher, i.e. California Test of Mental Maturity, Cognitive Abilities Test, Lorge-Thorndike Intelligence Test.
  - 2. Achievement level refers to how much a student has profited from academics and life experiences compared to students of similar age or grade level.
    - a. Achievement tests used as screening devices render current levels of functioning and aid in determininng whether a student has acquired skills other students of similar age and grade level have acquired. Teacher most often administer these tests.
    - b. Achievement tests used as diagnostic devices are constructed to tap (in a diagnostic manner) strengths and weaknesses in the skill-development areas.
    - c. Group administered: California Achievement Test, Iowa Tests of Basic Skills, Metropolitan Achievement Test, Stanford Achievement Test
    - d. Individually administered: Peabody Individual Achievement Test, Wide Range Achievement Test
    - e. Group administered diagnostic tests: Stanford Diagnostic Reading Test, Silent Reading Diagnostic Test
    - f. Individually administered diagnostic tests: Gray Oral Reading Tests, Durrell Analysis of Reading Difficulty, Diagnostic Ready Scales, Gates-McKilloop Reading Diagnostic Tests, Gilmore Oral Reading Test, Woodcock Reading Mastery Tests, Key Math Diagnostic Test, Criterion Reading, Fountain Valley, Stanford Diagnostic Reading Test

3. Academic history

   a. A student's academic history includes (a) grades received from previous teachers, (b) reports and teacher comments regarding academic performance and achievement, and (c) past scores from group administered tests associated with commercially published reading and math programs.
   b. Attendence and truancy reports are included because they provide additional documentation of specific behaviors which affect academic performance.

II. Why are academic records necessary?

A. Recent records of learning potential and skill level allow teachers to determine what skills need to be learned, reinforced, maintained, and applied and possible learning problems.

B. Hypothesizing about a student's potential allows teachers to construct appropriate goals and objectives and make instructional decisions.

III. Who administers intelligence and achievement tests?

A. School psychologists administer individual intelligence tests: they are trained and skilled in proper administration, scoring, and interpretation.

B. Teachers administer group intelligence and achievement tests. They should be aware of their own limitations to use and administer complex measuring instruments.

C. Information describing a student's academic history is found in student's cumulative records.

IV. What can we learn from academic records?

A. Tests may identify whether a student is dramatically different from other students of similar age and grade level.

   1. Intelligence tests identify students with intellectual abilities which may differ from the norm and who may require special programming.

   2. Achievement tests pinpoint a student's acquisition of academic skills in relation to students of similar age or grade level.

B. Intellectual and achievement tests assist case conference committees in making decisions about appropriate placement.

C. Tests also assist teachers in appropriately planning and programming what to teach and at what level to begin instruction.

D. Tests are often utilized as measures of the effectiveness of education programs.

E. Tests allow teachers to monitor individual student progress throughout their school years.

F. The teacher, as a case conference committee member, utilizes academic data to answer the following questions:

1. What is the student's learning potential?
2. How recent is this test data? Is it comprehensive?
3. Does the test data correspond with previous test data?
4. Does the test data correspond with the perceptions of significant others?
5. What are the student's strengths and weaknesses?
6. What does the student need to learn, and what is most important for the student to learn in each particular academic area?
7. What does this data say about the student's learning style?
8. What does this data say about the student's level of motivation and interest in academics?

VI. Summary

A. Academic records provide the teacher with information about a student's current learning potential, achievement level, and past academic history from which to make educational decisions and educational plans. The data allow the teacher to make evaluative judgments about the effectiveness of teaching in regard to student progress and goodness of fit with the learning environment.

1b. The teacher will be able to use psychological reports and records to assist in identifying specific academic and behavioral problems.

I. What are psychological reports?

A. Psychological reports are written to convey information collected by school or clinical psychologists through testing and observation.

B. Psychological reports generally include:

1. Demographic information
2. Reason for referral
3. Background of student
4. Behavioral observation summary
5. Observation of behavior during the testing session
6. Description of tests given
7. Test results
    a. intellectual/cognitive
    b. social/emotional
    c. academic (reading, math, writing)
8. Summary of findings
9. Recommendations

C. The psychological reports by school psychologists employ intellectual and educational assessment.

D. Psychological reports by mental health clinicians employ projective techniques.

II. Why are psychological evaluations included in assessment?

A. The definition of emotionally handicapped includes terms describing behaviors that can be measured and evaluated through formal assessment techniques used by psychologists.

B. Psychological evaluations communicate information about student behavior and how educational performance is affected by behavioral/emotional problems.

C. Psychological reports offer information not gathered by other professionals.

1. Test of intellectual ability (individually administered)
2. Projective personality measures
3. Objective measures of personality
4. Tests of neuropsychological functioning

III. Who is involved in the development of psychological reports?

A. School psychologists administer psychological tests and other assessment results, obtain and interpret information about child behavior and conditions related to learning (Rule S-1).

IV. How is psychological data collected?

A. As part of the multidisciplinary team, the school psychologist plans and conducts a systematic evaluation.

B. Evaluation areas include:

1. cognitive development
2. social/emotional adaptation
3. academic achievement

C. Actual data collection involves:

1. Systematic observations of behavior conducted in a variety of school settings.
2. Review of past psychological records to obtain behavioral history and determine tests or techniques appropriate for the student.
3. Discussion with student's teacher(s) to ascertain student's strengths and weaknesses.
4. Individual testing and interviewing student.
5. Interview with student's parents to obtain their perceptions of the student's assets and problems.

V. What can we learn from psychological reports?

A. Each report describes the student's current level of academic achievement, cognitive development, social/emotional functioning, and personality formation.

B. This information is presented to the case conference committee for insights of the various dimensions of the student.

C. The information presented by the psychologist becomes more relevant and meaningful when it is analyzed by the case conference committee as a whole.

D. The teacher should question the psychologist to learn what the scores and observations presented in the psychological report mean and how they relate to developing an appropriate instructional environment.

1. Intellectual functioning and achievement:
    a. Is the measure of intellectual functioning consistent with present and past achievement scores; if not, how do you account for the discrepancy?
    b. Are the results consistent with judgments of school personnel?
    c. Did the student demonstrate behaviors during testing which may have negatively affected behavior?
    d. Did the student use strange ideas or unusual concepts in answering questions?
    e. Did the student display rigid, overly dependent, or other exaggerated behavior during testing?
    f. What are the student's strengths and how can I teach to them?
    g. What are the student's weaknesses and anxieties and how can I remediate them?
    h. If a significant decline in academic performance has occurred, what external factors might contribute to the change (e.g., family, health, social experience, etc.)?

2. What are the student's best learning modalities?

3. Social-emotional functioning:
    a. How can this information be integrated with what else is known about the student's development?
    b. Is the information gathered in the school setting consistent with what is known about the child during non-school hours?
    c. How does the information describe the extent to which social-emotional problems interfere with classroom learning?
    d. Is a profile analysis available? Does it suggest some problem areas for instruction (e.g., social skills)?
    e. Is psychological jargon translated into classroom realities?
    f. What are this student's idiosyncratic needs?

VI. Summary

A. The psychological report provides the teacher with information that can lead to a profile of the student's strengths, weaknesses, and needs. The profile should be seen as a piece of the dynamic interaction that occurs between the student and the educational environment.

1c. The teacher will be able to use medical and psychiatric data to assist in identifying specific academic and behavioral problems.

I. What are medical and psychiatric reports?

A. Medical and psychiatric reports relate diagnostic information collected by medical personnel.

B. Medical reports include developmental histories, neurological assessment, medical laboratory tests, and/or specialized biophysical assessment.

C. Psychiatric reports classify emotional handicaps using the Diagnostic and Statistical Manual (DSM III), the source book of the American Psychiatric Association.

1. It gives classification scheme that allows assignment of diagnostic label based on symptomatology.
2. Classifications under "Disorders of Infancy, Childhood, or Adolescence" include:
    - mental retardation
    - attention deficit disorder
    - conduct disorder
    - anxiety disorders of childhood and adolescence
    - other disorders of childhood and adolescence
    - eating disorders
    - stereotyped movement disorders
    - other disorders with physical manifestations
    - pervasive developmental disorders
    - specific developmental disorders

II. Why are medical and psychiatric reports included in assessment?

A. Medical reports are necessary so that the case conference committee can examine the relationship between sensory and/or health problems and demonstrated behavioral/emotional problems.

B. Psychiatric reports provide diagnostic information that compares the concept of normal development with the student's psychological and behavioral development.

C. Psychiatric reports often address self-esteem and self-concept through projective measures which are necessary because low self-esteem is characteristic of students with emotional handicaps.

III. Who provides medical and psychiatric reports?

A. Pediatricians, neurologists, and other medical specialists provide medical reports pertaining to specific impairments, diseases, and/or injuries.

B. Psychiatrists provide diagnostic reports of a psychiatric nature.

C. School nurses, social workers, or school psychologists are often responsible for collecting developmental histories.

IV. How are medical and psychiatric data collected?

A. Assessment of health and sensory problems can be completed through the use of informal and formal testing, teacher and parent reports, or individual evaluation by specialists.

B. Psychiatrists rely upon structured interviews, projective techniques, and objective measures of personality to diagnose emotional problems.

1. Psychiatrists have specialized training in the administration, scoring, and interpretation of projectives.
2. Projectives, by nature, are ambiguous and lack structure; thus, reliability and validity are difficult to establish.

V. What can we learn from medical and psychiatric reports?

A. This information can be integrated with what else is known about the student to broaden understanding of the student's emotional handicap.

B. This information can aid in understanding the extent to which social/emotional and medical problems interfere with learning.

C. The need for specific related services or specialized training can be determined from review of this data.

D. Psychiatric data, in particular, can be utilized to give "clues" as to what students are thinking and to help in planning motivating learning and intervention activities.

E. The profiles from this data are also useful in comparing students and the types of programming that has been found effective with students with similar profiles.

VI. Summary

A. Medical and psychiatric reports provide information that broadens the case conference committee's knowledge of the student and his needs. The teacher needs to be familiar with both the medical and mental health systems and how they impact upon the student. An awareness of what and how other professionals can be involved in programs for students with emotional handicaps is necessary for effective programming and utilization of resources.

1d. The teacher will be able to use behavioral reports and records to assist in identifying specific academic and behavioral problems.

I. What are behavioral reports and records?

A. Behavioral reports attempt to provide accurate descriptions of behaviors observed in the setting in which the student interacts.

B. Behavioral reports document the frequency, the intensity, and the duration of presenting behaviors in a narrative form.

II. Why are behavioral reports collected?

A. Behavioral assessment techniques are used in addition to traditional assessment methods to aid support personnel directing behavioral change and making educational decisions.

B. Behavioral data provide practical information within the school setting and home-community that may increase teacher's understanding of a behavior.

C. Collection of behavioral data from parents or community sources is necessary for a multi-dimensional view of the student's total environment; thus, increase the ability to modify a specific behavior or environmental variable.

III. Who collects behavioral data?

A. Psychologists generally are responsible for making observations and recording behavior of the student referred.

B. Teachers collect behavioral data through observation systems, anecdotal records, checklists, and behavior rating scales.

C. Parents collect and supply observations of behaviors in the home and community environment through interviews, behavior rating scales, and checklists.

IV. How do we collect behavioral data?

A. Recording entails direct observation of the student in his or her environment in which the maladaptive behaviors are occurring either in the classroom setting or community setting.

B. Recording entails only behaviors that are observable and measurable.

C. The following: event recording, interval recording, time sampling, and duration recording are easily utilized in the classroom and the selection of method is normally dictated by the type behavior requiring change.

D. Rating scales and checklists can be used to document teacher and parent perceptions of student's behavioral problems.

V. What can be learned from behavioral reports?

A. When examining students' functioning across settings, it is helpful to analyze individual profiles to discover patterns of strengths and weaknesses across raters. Be alert for consistencies and differences.)

B. It is important to understand and examine differences and consistencies between the home and school environments.

C. Behavioral reports provide information that may determine whether intervention has been effective.

D. Behavioral reports describe frequency, intensity, and duration of behaviors which are necessary for the development of interventions and program modifications.

E. Behavioral reports increase a teacher's understanding of patterns of behavior.

F. Behavioral reports provide a means for gauging the relative severity of behavioral symptoms.

G. Behavioral reports add a component of objectivity to assessment data. They are an important means of comparing behavior from one setting to another and for establishing meaningful interventions across settings.

Pretest

List three ways to use the information from each of the following sources:

1. academic records
   a.
   b.
   c.
2. psychological reports
   a.
   b.
   c.
3. medical and psychiatric data
   a.
   b.
   c.
4. behavioral reports and records
   a.
   b.
   c.

Posttest

List four ways you, as a teacher and member of the case conference committee, would use information from each data source to develop an IEP for a student with emotional handicaps.

1. academic records

   a.
   b.
   c.
   d.

2. psychological reports

   a.
   b.
   c.
   d.

3. medical and psychiatric data

   a.
   b.
   c.
   d.

4. behavioral reports and records

   a.
   b.
   c.
   d.

Handout #1

1. What is the child's learning potential?
2. How recent is this test data? Is it comprehensive?
3. Does the test data correspond with previous test data?
4. Does the test data correspond with the perceptions of significant others?
5. What are the child's strengths and weaknesses?
6. What does the student need to learn, and what is most important for the child to learn in each particular academic area?
7. What does this data say about the student's learning style?
8. What does this data say about the student's level of motivation and interest in academics?

Learning Activity - Goal 1

Objective: To give practice in utilizing case reports and data to plan strategies for implementing a student's IEP.

Materials Needed: Case study of William Johnson
Group response sheets

Time Required: 10-15 minutes

Activity:

1. Disseminate case studies

2. Describe task: Review case study and develop strategies that teacher would use to implement William's IEP. Strategies should be based upon information found in reports. First develop a learner profile and then list strategies that incorporate information described in the profile.

3. A representative from each group reports with a brief description of their learner profile or strategies.

Learner Activity
Response Sheet
Assessment

LEARNER PROFILE

1. Strengths

2. Weaknesses

3. Learning modalities

4. Structure required (time, space, activity)

5. Interests/motivators/reinforcers

6. What behaviors interfere with learning?

7. Social-emotional needs

8. Physical/health limitations

9. Parent/community involvement

Learning Activity
Response Sheet
Assessment

STRATEGIES:

Classroom

Curriculum

Behavior Management

Support services (include school, family, community)

BACKGROUND--William Johnson

William is an 11-year-old male from a family of four. His father, a businessman, and his mother, a housewife, adopted him when he was 4 weeks old after trying five years to have another child.

When he was 5 years old, the Johnson's enrolled William in kindergarten at an academically competitive private school. He was described as not only aggressive, hyperactive, inattentive, and less capable than his peers, but as having poor relationships with his peers, an antagonistic attitude toward his teachers, and academic problems (especially in math and handwriting). His parents transferred him to the fifth grade in a public school. William liked the school better but problems persisted.

BEHAVIOR IN SCHOOL

William is at least two years behind his peer group in mathematics. His teacher reports a very short attention span and poor memory.

William cannot tell time, and when his teacher tries to help him with questions such as "Where is the hour hand?" and "Where is the minute hand?" he typically answers, "Oh, I don't know and I don't care!" She says he seems quite content with C's and D's.

With respect to peer relationships, both William and his teacher see him as alienated. She sees him as immature and as inadvertently inviting his difficulties. On several occasions, he has hit or pushed children who teased him. William says none of the children like him because he does not do well in school. He seems to get along better with adults, although he has had some difficulties.

BEHAVIOR AT HOME AND IN THE COMMUNITY

Mrs. Johnson believes that much of his difficulty with speech stems from laziness. His behavior annoys her to the point that she screams at him and criticizes him. She says "he acts like he doesn't hear me but I know he does. We've had his hearing checked."

The Johnson's see William as irresponsible and sloppy; Mr. Johnson says he has to correct William three or four times during each meal.

The Johnson's have infrequent family activities. William has one friend in the neighborhood, a child who is several years younger than he. Most of the time, however, he plays with the family cat.

NATURE OF THE REFERRAL

The Johnson's have resisted seeing William's problem as anything other than laziness and meanness. They do not want to go to a mental health clinic. At a parent-teacher conference held early in the year, it was decided that William's sixth grade teacher should refer him to the school-based committee for possible placement in a special class.

Confidential Psychological Report

Name: William Johnson
Age: 11.8 Sex: M Race: B
Birthdate: 2/21/70
Test Date: 10/21/81

School: Vine Elementary
Grade & Teacher: 6 - Mrs. Jones
Examiner: John Dunn
School Psychologist

Reason for Referral

William was referred to the school psychologist by Ms. Susan Will, counselor at Vine Elementary. William was described as having difficulty relating to his classmates and learning. Mrs. Jones, William's teacher, is puzzled by his low academic performance and feels that he has average ability. She is also concerned because he is aggressive, demanding of attention, and manipulative. The school feels that an evaluation of William will help to determine appropriate academic expectations in the classroom as well as a more appropriate educational placement for him.

Tests Administered

Wechsler Intelligence Scale for Children - Revised (WISC-R)
Bender Visual-Motor Gestalt Test (BVMG)
Sentence Completion, Form A (SCA)
Kinetic Family Drawing (KFD)
Louisville Behavior Checklist (LBC)

Previous Information

When William was 5 years old, he was evaluated by Mrs. Judy Long, a psychologist in private practice. William's parents initiated the evaluation because they thought that his cognitive and language development was slow. The results of the evaluation yielded a Verbal IQ of 109, a Performance IQ of 81, and a Full Scale IQ of 100, using the Wechsler Preschool and Primary Scale of Intelligence (WPPSI). The psychologist reported average ability but noted a perceptual motor deficit. In addition, the psychologist referred William to a speech pathologist for a more thorough evaluation of his awkward speech.

The speech pathologist diagnosed an articulation problem but therapy was not recommended. Just before entering St. Vincent's Country Day School, the Johnson's pediatrician, Dr. Hall, placed William on Ritalin in order to help William's concentration on his schoolwork. Toward the end of third grade at St. Vincent's, William began to object to taking Ritalin. To help them decide whether or not to continue Ritalin therapy, the Johnson's took William to see a pediatric neurologist. The neurologist did not identify any neurologic problems but noted some uneven skill development, such as an inability to tell time. The neurologist also described William as sullen, angry, and hostile. Because the family felt that William was responding to Ritalin, the medication was continued.

William's school history began with enrollment at St. Vincent's Country Day School. He has been consistently described there as lazy and indifferent to schoolwork. His peers have teased him about talking like a baby and being stupid. Because of his mediocre progress, the Johnson's have had him tutored every summer. The result of this tutoring has not been evident to the teachers at St. Vincent's.

After four years at St. Vincent's, the Johnson's decided to enroll William at Vine Elementary, because they felt that the setting might be less competitive. William spent the fifth grade at Vine Elementary, but his learning and behavior problems persisted. Although he seemed happier at Vine, the family and the school were not pleased with William's progress.

Behavioral Observations

After a brief introduction in his classroom, William followed the examiner to the testing office. No matter how slowly the examiner walked, William stayed behind him, down two long corridors. In the testing room, William was asked about his perceptions of why he had been taken out of class. William shrugged his shoulders and said he was not sure. After some prodding, he admitted that he did have some difficulty with his schoolwork and getting along with the other children. This reticent behavior was seen throughout the testing and is reported by his teacher to be characteristic of him when in new and threatening situations.

During the testing, William seemed fairly passive but worked hard, particularly on the tasks presented early. Toward the middle of the testing, he grew increasingly restless and distractible. On several occasions, he inquired about how much time remained, explaining that he had plenty of work to do back in his class.

A misunderstanding occurred about William's lunch schedule. William told the examiner that his lunch was at 11:10 a.m. At 11:00, the examiner excused William to go join his classmates for lunch. William's class actually went to lunch at 12:10 p.m. and that his classroom teacher went on break at 11:10. When the examiner asked William about this misunderstanding, William muttered something about having made a mistake and refused any further explanation. The examiner is not sure whether William was actually confused about the time or whether he was manipulating the examiner in order to get out of more work.

Test Results

On the administration of the WISC-R, William earned a Verbal Scale IQ of 96, a Performance Scale IQ of 77, and a Full Scale IQ of 85. The Verbal and Full Scale scores place him in the average range of intellectual functioning. The earned IQ score on the Performance Scale places his functioning in the low average range. His greatest performance deficit was in visual-spatial perception, but his scores probably could have been higher had he concentrated more during the testing.

William's verbal functioning is significantly higher than his performance functioning. If the results of the present assessment are valid, some ground seems to have been lost in comparison to previous testing. The discrepancy between the verbal and performance scale scores and their decline with time are typical of youngsters with learning disabilities who are not able to profit optimally from the traditional school setting.

On the school system's most recently administered California Achievement Tests (CAT), William achieved the following norm-referenced scores:

Total Reading	69th national percentile
Spelling	28th national percentile
Total Language	42nd national percentile
Total Math	47th national percentile
Total Battery	50th national percentile

It is interesting to note that William is achieving at levels that would be expected based soley on his verbal IQ; that is, his verbal IQ score and total battery scores are both average. There is considerable room for error when group test results are used for diagnosing individual children's progress. Nevertheless, that William is not achieving at lower levels on the CAT is somewhat encouraging.

On the BVMG, William earned a score that would be considered average for a child two and one-half years younger than he. This lag corresponds with his performance IQ; that is, his scaled scores on the performance scale would also be considered as an average performance for a youngster two and one-half years younger than he. This pattern is often seen in children with learning disabilities.

In addition to the performance discrepancy elaborated above, William may well be experiencing emotional conflicts. His drawing of himself on the KFD was miniscule and malformed. This was in contrast to the adults and sister, all three of whom were gigantic in comparison. The small representation of oneself is often indicative of feelings of inadequacy and insecurity.

On the SCA, he often described negative feelings or refused to answer what may have been emotionally loaded questions for him. For example, "I can't really think of nothing for that one either" was a typical response for a number of items dealing with thoughts, feelings and wishes about his parents. He was more forthright in answering questions about school and learning, but he certainly was not positive. There were common references to "hard" schoolwork, being teased and disturbed, and having a bad reputation. Based on his responses to the SCA, one gets the impression of a boy who feels insecure and uncertain about how to express his feelings and his desires.

The LBC completed by Williams' parents reflected an aggressive boy with learning disabilities and few positive social attributes. His total score was clearly in the range indicative of disturbed behavior.

Summary

William appears to be of average verbal intelligence, but he exhibits a significant and consistent lag in his performance abilities. His levels of achievement appear to be consistent with levels expected of someone of his ability level. These average levels of achievement; however, may be difficult for him to maintain and they may be inferior to what William expects of himself. Furthermore, they may be in even more marked contrast to what his high-achieving family expects or would like of him.

Although William demonstrates a visual-spatial perception problem, this deficit does not seem to be severe. His reported difficulties with peers, corroborated by other observers (e.g., parents, teacher, counselor) and by his tests, indicate that he is a sad, confused, and angry youngster who has little understanding of his problems. He feels inept and unworthy but cannot describe why.

William would benefit from a small, structured and supportive environment which would minimize his frustration and capitalize on skill development and success. Identifying whether his primary deficit is a learning or an emotional problem is less important than addressing his confusion, sadness and anger, by helping him learn more adaptive techniques for dealing with problems instead of fighting or manipulating others. If he is allowed to continue without help, he will be more likely to continue his downward intellectual and behavioral spiral. He will also be more likely to lash out at innocent classmates and teachers as the environment becomes increasingly competitive and academic goals seem more unreachable. Finally, William's parents need to become fully aware of how William's expectations may mirror theirs and, if not readjusted, how he may continue to experience failure and defeat.

Teacher's Observations

William's most glaring problems have to do with his behavior, although he also seems to be more capable than his current level of performance suggests. He has problems relating to peers in a positive manner. He is sneaky and underhanded in the classroom. He calls other children names, trips them as they walk by his desk, and teases them. When confronted with his behavior, he denies having done anything wrong, even when faced with irrefutable evidence. He either blames someone else or flatly denies being involved.

On a few occasions he has seemed close to tears when he has not gotten his way. When I've tried to talk with him about his feelings, however, he clams up and denies being upset. He seems very concerned about proving to people that he is the best. He brags about his family's possessions and criticizes his classmates with a "holier than thou" attitude.

Academically, he has strengths, although he does not seem to be aware of them. Both his classroom performance and scores on the annual tests suggest that he is doing well in reading. He enjoys reading and seems to retain what he reads. He does however, have some trouble abstracting concepts from what he has read. He is functioning below grade expectancy in math, although I am not sure whether he really cannot do the work or just does not like it. His handwriting is very poor, and he is awkward and clumsy. At 11 years of age, he still cannot skip or tell time in a functional way.

Mrs. Jones
Sixth Grade Teacher
Vine Elementary

Counselor's Report

William is the child of Mr. and Mrs. Jay Johnson. The Johnson's adopted him through a private agency. They were told that his biological mother was an 18-year-old unmarried girl who had a number of allergies. She was a high school dropout who had a brief affair with a married man. Medical records report that William was born by forceps delivery, weighing 6 lbs. 4 oz., Apgar 9. No information about William's prenatal care is available.

The Johnson's report that William was a happy, healthy baby who was "big and ugly." He walked at 11 months, started talking by the time he was 2 years old, and was completely toilet-trained by the time he was 3. Mrs. Johnson reports that from the beginning, he was awkward and his speech was difficult to understand.

With respect to the Johnson's backgrounds, both grew up in lower socioeconomic status families. Both worked during high school to pay for their expenses and both obtained scholarships to college. After their marriage, Mr. Johnson enrolled in an evening program that enabled him to get his law degree on a part-time basis. Mrs. Johnson earned her M.B.A. after four years. She worked in a bank for three years after obtaining her degree. When their daughter was born, she chose to stay home. Mr. Johnson became a junior partner in a law firm. The daughter is also a hardworking achiever. William's difficulties thus stand in stark contrast to his family's values and accomplishments.

Currently, the Johnson's report feeling very frustrated by William's behavior. Mrs. Johnson, in particular, feels guilty fussing so much at William but she says she gets so annoyed with him that she can't help herself.

The Johnson's see William as irresponsible and sloppy, and these traits irritate them a great deal.

The Johnson's rarely do anything as a family anymore because their daughter objects so strongly to William's behavior.

The Johnson's say William has one friend in the neighborhood, a child who is several years younger than he.

Susan Will
Counselor
Vine Elementary

Individualized Educational Program
Annual Goals

Annual Goals in Math: William will be able to multiply with carrying, increase his skill in division using multiple digit quotients, increase his skills in addition and subtraction of fractions, and tell time to the quarter hour.

Present Level of Performance: Overall performance at the 4.4 grade level in the Key Math, 4.2 on the WRAT with significant deficits in telling time, division, multiplication, and fractions.

Annual Goals in Spelling: William will improve his skill in spelling vowel phonemes and irregular spellings as well as increase his skill level by one grade equivalent.

Present Level of Performance: 2 grade levels below expectancy with problems in decoding vowel sounds and irregular spellings.

Annual Behavioral Goal: William will increase the amount of assignments and homework he completes.

Level of Performance: William has difficulty completing his written assignments and homework. He also has trouble remembering to turn in his homework even when he has completed it.

Annual Socialization Goal: William will improve his ability to make friends and interact with peers in more positive ways.

Levels of Performance: William teases and calls his classmates names and loses his temper easily. He is also aggresive and immature in his relationships with peers; therefore, he is isolated by his peers.

Annual Affective Goals: William will take more responsibility for his own behavior, become more trustworthy, improve his ability to verbalize problems and frustrations, and develop more positive feelings about himself.

Present Level of Performance: William has problems admitting to his own behavior. He blames others, refuses to talk about his feelings and denies being upset. He seems to feel insecure and inadequate as evidenced by his lack of confidence in himself.

Workshop 2

This learning activity is designed to increase your awareness and skills in using systematic observation to identify academic and behavioral problems. The accompanying materials have been developed to guide you through the learning activities. The materials have been designed to use in small groups. A facilitator should be available to respond to questions, stimulate ideas, and keep the groups moving through the exercises.

Let's begin by assessing your current knowledge. Complete the pretest before moving onto the first exercise.

B 1. The stimulus which precedes a behavior is called a:

   a. base line.
   b. antecedent.
   c. consequence.

C 2. Recording the number and length of temper tantrums is measuring its:

   a. frequency.
   b. magnitude.
   c. intensity.

A 3. If a student's on task behavior fluctuates during your intervention, how often should you monitor the behavior?

   a. daily
   b. every other day
   c. bi-weekly

B 4. Rating the occurrence or non-occurrence of out-of-seat behavior immediately following the ringing of a timer is:

   a. event recording.
   b. time sampling.
   c. duration.

C 5. Charts and graphs can communicate daily progress and:

   a. predict student progress.
   b. discourage program modification.
   c. provide reinforcement and feedback.

B 6. To measure behavior, you must know who is displaying the behavior, exactly what is being observed, when the behavior occurs, and:

   a. the duration of the behavior.
   b. where the behavior occurs.
   c. why the behavior occurs.

A 7. Observing a particular behavior, describing related teacher and peer behavior, and noting seating arrangement are included in a/an:

   a. environmental assessment.
   b. anecdotal record.
   c. sociometric assessment.

C 8. The tendency to focus on decreasing the frequency of behaviors leads to:

a. a decrease in consequences.
b. an increased emphasis on reinforcement.
c. an increased emphasis on negative behaviors.

C 9. An environmental assessment doesn't include examination of:

a. the physical environment.
b. the curriculum.
c. barometric pressure.

B 10. The goal of environmental assessment is to:

a. find what type of props a teacher needs.
b. identify problem factors in the student's environment.
c. examine how the student respond in the out-of-doors.

EXERCISE 1:

Objective: At the completion of this exercise, you will be able to conduct a systematic observation and apply the ABC's of behavior to a classroom situation.

READ

A student continues to make noises that interfere with his learning and the learning of others in the class. What is the best way to handle the situation? Do you rely on the tried and true punishment (which you have used four times before for this same behavior) or do you systematically plan to define the problem behavior and develop a special intervention?

To define the problem, pinpoint the behavior and plan and implement an intervention is believed to be a potent method for changing and understanding behavior. One way to define a problem that occurs in a school setting is to directly observe. Direct observation lets you specify the behavior as it occurs and verify other information and thoughts you have about the behavior.

Direct observation involves:

1. Pinpointing the behavior. This refers to describing the behavior using terms that are observable, measurable, and defined so that others can agree on whether it occurs or not.

   Example: completion of page 6 in math book
   tantrums
   keeping hands in lap
   sitting in seat
   raising hand to answer questions

Social behaviors are best analyzed using an Antecedent-Behavior-Consequence (ABC) model. This involves keeping records that describe the ANTECEDENT event (stimulus), the student's RESPONSE to the stimulus or event, and the CONSEQUENCE following the student's response.

Examples:	A	B	C
	Teacher talks	Sue responds	Teacher smiles
	Chris yells	Teacher looks up sternly	Chris puts head down

ABC technique is most useful for pinpointing behaviors targeted for change. You can then refine the definition of the behavior. Refine the behavior description by telling:

WHO - Who is displaying the behavior?
WHAT - What is exact behavior being observed and measured?
WHEN - Explain when the behavior occurs.
WHERE - Explains where the behavior occurs.

STOP AND DO

1. Read each example.
2. Individually identify the ABC's that are given (one component will be missing) using Form A.
3. Share answers with your group.
4. As a group, complete each scenario by filling in the missing component.
5. Share responses with the group facilitator.

Example #1:

Willy was receiving instructions from his teacher concerning his math lesson. Another student called Willy a name. Willy left his seat and ran toward the student with his pencil directed toward the student. The teacher____.

Example #2:

Beth had completed her morning work. She proceeded to the free time area. Another child was playing with her favorite lego set. Beth____.

The teacher instructed Beth____________________________________.

Example #3:

After completing a small portion of her morning assignments Kelly announced to the class and teacher that she was leaving. She left the classroom and proceeded walking down the hall. The teacher____.

Example #4:

____.
David responded, "you jerk" at several students who were standing by. The teacher said, "You need to remember to use appropriate behavior in the hall."

EXERCISE 2:

Objective: At the completion of the exercise, you will be familiar with the techniques used for collecting and measuring observational data.

READ

Selecting a measurement strategy begins with deciding _what_ to measure. Behaviors have properties that lend themselves to direct observation and measurement. They are _frequency_ (or rate), _duration_ (or length of time), and _intensity_ (frequency and duration).

Select a measurement strategy based on the characteristics of the behavior and how you want to change the behavior.

THINK AND DO

1. Choose a group recorder.
2. Each group member is to name two behaviors that are typical of students with EH, one behavior to increase, and one to decrease or reduce.
3. Recorder lists behaviors.
4. As a group decides which characteristic (frequency, duration, or intensity) best characterizes each behavior (i.e., lesson tantrums - frequency).
5. Save the list of the next activity.

READ

After selecting and characterizing the target behavior, choose a measurement strategy. Read HANDOUT #1 and pay particular attention to each method and the type of behaviors associated with each method.

THINK AND DO

1. Refer to the behavior list just completed.
2. As a group, decide which measurement strategy would be appropriate for each behavior.
3. Share responses with facilitator.

READ

Now that you've defined the behavior, decided how to collect it, you should be ready to observe. But before going ahead make sure you have considered the following (Kerr and Nelson, 1983).

a. characteristics of target behavior:
   frequency, duration, magnitude, individual/group, high rate/low rate

b. goal of intervention:
   change rate/duration, magnitude

c. observation situation:
   your class, another class, group/one-to-one activity

d. person observing:
   trained observer, untrained observer, child, parent

e. time available for observation:
   all day/one period/portion of period

f. equipment for measuring:
   automatic recorder/cumulative recorder/wrist counter/timer/pad & pencil

g. for whom is data intended:
   professionals, parents, student

THINK AND DO

1. Read the following case study (Tina).
2. Choose a recorder for this activity.
3. Refer to the list of considerations and determine what measurement strategy you would use to collect data if you were Tina's teacher.
4. Complete FORM B as you make your decisions.
5. Share responses with facilitator.

TINA

Tina's bus arrived for afternoon kindergarten. The teacher accompanied Tina to the classroom. Upon arriving, Tina insisted that the teacher help her take off her coat The teacher told Tina that she needed to take off her coat and hang it up on her peg so that she would be ready to see the special art project planned for the day. Tina insisted upon seeing the special art project for the day without taking off her coat and went into a temper tantrum. The teacher went to the free-time table to get materials ready for the other students' special art projects, not acknowledging Tina. Tina continued the tantrum. Tina then went to her seat and put her head down. She then took off her coat, knocked over her desk, and yelled at the teacher.

This is typical of Tina's behavior when she does not get her way. She becomes verbally abusive, runs about the room, and will swing at peers when she feels threatened.

EXERCISE 3:

Objective: At the completion of this exercise, you will be familiar with several methods of recording data.

READ

It is necessary to analyze data to make program decisions and modifications. A visual display that summarizes the data you collect over a week or month can be analyzed against your evaluation criteria (what's acceptable) or used to demonstrate behavioral patterns. The format you choose for organization will influence how meaningful the data will be. Non-graphic summary forms or daily frequency rating charts and work samples do not provide trends or communicate plainly what the student did.

Graphs and charts are useful for summarizing data for daily decision making, describing program impact, and providing feedback to teachers and students. Graphs use one or two symbols to demonstrate data; charts use many different symbols.

Examples of useful charts and graphs:

1. Bar graph - shows progress toward goal; easily interpreted by students.

2. Frequency graph - most common; reports frequency, rate, or percent; use graph paper.

3. Cumulative graph - adds daily totals, frequencies, or rates; use for appropriate behaviors.

4. Progress chart - shows time took to master objectives.

THINK AND DO

1. Individually review the following data summary and develop a graph that you could share with the student to show his progress in completing assignments. Note that each day there were 5 assignments to be completed.

	Week 1	Week 2	Week 3	Week 4
Monday	2/5	2/5	3/5	4/5
Tuesday	1/5	3/5	4/5	4/5
Wednesday	3/5	3/5	5/5	5/5
Thursday	3/5	4/5	5/5	3/5
Friday	1/5	2/5	5/5	5/5

2. Share your graph with others in your group when it is completed. How many graphs are like yours? How many different methods were used in your group?

EXERCISE 4:

Objective: The teacher will be able to conduct an environmental assessment.

READ

Ecological assessment identifies the interactions and expectations of the individuals relating within the settings associated with the student's total environment.

Laten and Katz (1975) have outlined a five-phase systematic procedure to be used by educators in collecting ecological data:

1. Describing the environment:

   It is important to evaluate settings in which a student is not experiencing problems as well as the setting(s) in which problems are occurring. The lunch room may not present a problem; however, gym class or math class may be settings in which the student is experiencing minor or major problems.

2. Identifying expectations:

   The expectations of a student vary from setting to setting. One needs to identify the behaviors and skills that will assist student in succeeding in each setting.

3. Organizing behavioral data:

   When organizing data, one needs to focus on the skills and background of people involved in successful settings, the skills and background of the people in problem settings, and the skills and background of the particular student. Then make comparisons of the skills and behaviors.

4. and 5. Summarizing the data and establishing goals:

   Information discussed in the three previous phases allows one to make reasonable goals for the student and for dealing with people in the problem settings.

   To assist you in identifying problem factors in the student's environment and the skills necessary for success in variouis environments, teachers can create their own checklists. The checklists can include several environments or else focus only on environments where the student has problems.

   Below is an example of a list of all behaviors that typify hall walking behavior:
   a. carries books in arms,
   b. walks to right side of wall,
   c. walks with head up,
   d. refrains from touching wall,
   e. refrains from loud boisterous talking, and
   f. walks at an appropriate pace.

   The teacher would indicate whether or not the student could perform the stated behavior. This reflects the student's skills as related to expectations of the teachers.

48

THINK AND DO

1. Choose a recorder from the group for this assessment activity.
2. Review the following form and complete the activity and skill sections for each subenvironment listed. Be sure to specify skills that reflect the expectations associated with that subenvironment. Call upon your experiences and school rules as necessary.
3. Share list with facilitator.

Environment	Subenvironment	Activities	Skills
School	Classroom	"working"	Staying in seat Completing task
	Playground		
	Lunch Room		
	Gym		

49

EXERCISE 5:

Objective: At the completion of this activity you will be able to synthesize behavioral data to assist in identifying specific academic and behavioral problems.

READ

Assessing behavior through systematic observation and environmental assessments provides you with objective information that allows data-based decision making. The term data-based decision making implies that you are employing a systematic process to decision making. Direct observation and organized assessment become necessary so that objectivity is maintained. Such objectivity encourages more meaningful and impactful instruction and intervention.

To pull together the data collected through observation and environmental assessment, it is advantageous to review what you have collected as a whole, not as individual pieces. Look for environmental variables that affect the level or rate of the target behavior. Examine the trends that emerge from the graphs and charts. Are the trends influenced by specific classrooom variables or modifications? In short, when examining behavioral data, it is critical to include the environmental context and your understanding of that environment.

We find out quickly knowing child means more than knowing how many times he succeeds in a day; we need to know what variables influenced the resulting behavior of success and include those variables in our instruction and interventions.

THINK AND TALK

1. Read the following statement and then discuss with your group.
2. Invite the facilitator to sit in on your discussion.

> Assessment seems to indicate to us that troubled students simply do not do what is demanded of them by teachers and parents all of the time (or most of the time).

What are your ideas and feelings about this statement and your role in the assessment process?

Form A

A-B-C Recording

Example	Antecedent Events	Student's Response or Behavior	Consequence

Form B

Definition of target behavior (who, what, when, where)

Characteristics of target behavior (frequency, intensity, duration)

Goal of intervention:

Observation situation:

Person observing:

Time of observation:

Equipment for measurement:

Person requesting data:

Handout #1

METHODS OF MEASURING BEHAVIOR

1. Direct measurement of permanent products

Many classroom behaviors may result in a permanent product. These products of behavior can be seen, touched, tasted, smelled, or heard, and therefore, measured. Permanent products are often tangible and are easy to measure in numerical terms. The results of much of a student's school work are permanent products, such as written worksheets, constructed projects, or painted pictures. This is an example of direct measurement of a permanent product.

Direct measurement of a permanent product is a technique in which we measure behaviors by the products which are a result of the behavior.

2. Observational recording

In observational recording, the parent sees, hears, smells, or otherwise discriminates the behavior and then records what he has observed. There are five useful types of observational recording:

A. Continuous recording
B. Event recording
C. Duration recording
D. Interval recording
E. Time sampling

A. Continuous recording

In continuous recording, the observer tries to record all behavior as it occurs. This is time-consuming and almost impossible to do. However, it can show what behaviors are occurring in a specific situation. For example, if students have problems playing together, a continuous record of their behavior could help show which behaviors are causing the problem.

B. Event recording

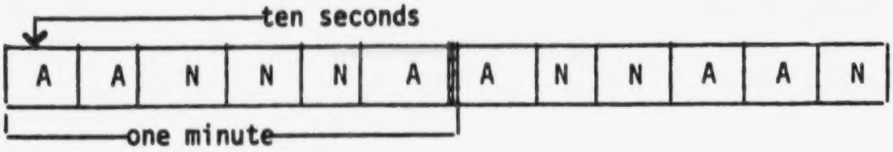
Event recording or frequency counting is used to determine the rate or frequency of the occurrence of behavior. To use event recording, the observer counts the number of times a particular behavior occurs. For example, a teacher may count the number of times a student gets up from his or her seat, or the number of times he or she requests help. An easy way to use event recording is to use a pencil and paper tally to record each separate event as it occurs. A more convenient method may be to mark on a piece of masking tape attached to the back of the hand.

C. Duration recording

Duration recording is used to determine the length of time a behavior occurs or endures within a specific observational period. For example, a teacher might count the number of seconds, minutes, or hours it takes a child to complete a task. Duration recording is often the most appropriate way to record in seat. A stopwatch is a convenient instrument to use for duration recordings.

D. Interval recording

In interval recording, each observation session is divided into equal time periods or equal intervals. The observer then records occurrences of the behavior during these intervals. In the illustration below, the observer has recorded whether or not a student attended appropriately to an assigned task during ten second intervals of a two minute observation period.

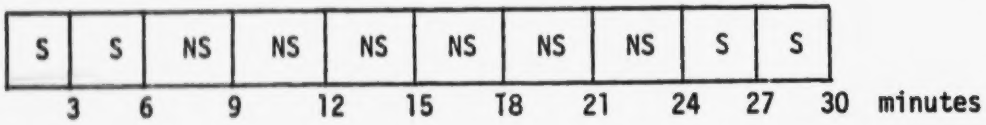


A = attending behavior **N = nonattending behavior**

In this example, the student attended during six of the twelve (6/12) or 50% of the ten second intervals.

E. Time sampling

In using time sampling as a measurement procedure, a specific period of time is divided into intervals or time periods. The behavior is then recorded as occurring or not occurring only at the end of each interval. In the example below, the 30-minute observation period is divided into 3-minute intervals. The observer records the behavior at the end of each interval; that is, every three minutes. At the end of each 3-minute period, the observer looks at the subject and records whether the behavior occurred or did not occur at that instant.



S = smiling **NS = not smiling**

The best recording method is the one that best measures the strength of the behavior and which fits your needs. It is important for the recording method to fit your daily routine rather than you trying to fit your routine into a recording method.

Definitions

Respondent Behavior (Reflex behavior)

Behavior that is mainly involuntary and is triggered by something that precedes it. For example, when smoke gets in our eyes, tears appear, or when a baby hears a sudden loud noise, he jumps.

Examples of respondent behaviors: Body functions such as the heart beating, perspiring, sneezing, hiccuping, and knee jerks.

Operant Behavior

Behavior that is mainly voluntary. Operant behavior is primarily controlled by the consequences which immediately follow it. Operant behavior operates on the environment, and the environment operates on operant behavior.

Examples of operant behavior: Walking, talking, picking up toys, saying thank you, hugging your child, spending time with your child, fighting, and temper tantrums. Consequences which might follow some of these behaviors could include, arriving at a desired destination, praise from a parent, a smile, a bloody nose, getting one's own way. To be most effective, consequences should immediately follow a behavior.

Scientific Definition of Behavior

Tells who, what, when, and where.

1. Who tells specifically who is displaying the behavior.

2. What explains the exact behavior being observed and measured.

3. When explains when the behavior occurs.

4. Where explains where the behavior occurs.

Measurement of Behavior

Procedures used to determine the strength of a behavior.

Direct Measurement of Permanent Products

A measurement technique in which one measures the strength of a behavior by observing and recording something that the behavior has produced; very often (but not always), the product is a tangible object, such as toys left out of place or clothes on the floor.

Observational Recording

Observing and recording what is seen, heard, smelled, or felt as the behavior occurs.

Continuous Recording

Writing down every behavior as it happens. Continuous records indicate any and all behaviors occurring rather than recording a particular behavior.

Event Recording

Recording the number of times a particular behavior occurs. Essentially a frequency count. Smiles, arguments and the number of times your child says "thank you" can be recorded using this method.

Duration Recording

Recording the length of time a behavior lasts. The number of minutes spent eating a meal or the number of hours of sleep can be recorded using this measurement procedures.

3. The teacher will be able to use rating scales, screening instruments, and behavioral checklists to assist in identifying specific academic and behavioral problems.

   3a. The teacher will be able to identify a variety of rating scales, screening instruments, and behavioral checklists appropriate for students with emotional handicaps.

A. A checklist consists of a list of behaviors, characteristics, or traits which are marked as being present or absent in the case of a specific student's behavior sample or behavioral outcome. A checklist may also be designed to sequence a series of behaviors.

   Rating scales consist of lists of behaviors, characteristics, or traits on which the observer views the degree of proficiency, the amount of a specific behavior typically exhibited, or the quality of a product. Items on rating scales are arranged along a continuum. Points on the continuum can be numbers, phrases, or one-word indicators. Rating scales give more information about a student than checklist which only indicates whether that characteristic is present.

B. Screening Instruments: Although checklists are not designed or developed to be used as screening devices, they may aid in the screening process. The following are examples of checklists that could be used:

   Louisville Behavior Checklist
   Walker Problem Behavior Checklist

C. Availability of rating scales and checklists:

   1. Many rating scales and checklists are commercially available. For examples, see Handout #1.
   2. Teachers may construct their own rating scales or checklists.

D. Making a teacher made checklist and rating scale:

   1. Checklists should include variables such as withdrawn behavior, teacher behaviors, peer behaviors, and classroom climate rather than just the most troublesome behaviors. Generally, the checklist should cover (a) child behavior, (b) teacher-child interactions, and (c) child-child interactions. Checklists should be limited to about 8 to 10 questions for each area or category. Once a problem in a particular category has been determined, a more indepth probing can be made. If a checklist is too lengthy, it may be too time consuming.

   2. Teacher-made rating scales include items from the following categories: child behaviors, child-teacher behaviors, and child-child behaviors, characteristics, or traits. One constructs the scale so that the observer can indicate a degree of proficiency along a continuum using numbers, phrases, or one-word indicators. Many rating scales use five degrees of proficiency.

3b. The teacher will be able to properly administer a variety of rating skills, screening instruments, and behavioral checklists.

Handout #1

WHO/WHEN/HOW

I. Rating scales, screening instruments, and behavioral checklists can be used in classroom settings, school-based activities, community activities, and home settings. They are completed by teachers, other professionals, parents, or others who have daily contact with the child. It is important that the rater have first-hand knowledge of the student and have had opportunity to observe the student with age peers and/or family so as to have a reference point.

II. Rating skills and checklists should be chosen and developed with regard to the goal of the observation (i.e., for staffing, identifying behavior patterns, determining need for intervention, or gauging severity of behavior symptoms). There is little professional agreement as to which scales are better for gathering one type of information or another. It is suggested that teachers become familiar with a variety of instruments and examine Buro's Mental Measurement Yearbooks to help select and compare scales that have high utility.

Behavior rating scales and checklists are most generally designed to be descriptive, prescriptive, or diagnostic. Instruments designed to be descriptive select items and phrases that objectively describe observable behaviors. The Devereux Scales, Behavior Rating Profiles, Walker Problem Identification Checklist, Gesness Behavior Checklist, and the Child Behavior Rating Scale are viewed as descriptive.

Diagnostic instruments aid in clinical diagnosis. Examples include the Burk's Behavior Rating Scale and the Bristol Social Adjustment Guide.

Prescriptive instruments use behavioral descriptions and also provide guidance for instruction and intervention. Examples include the Developmental Therapy Objective Rating Form and Mooney Problem Checklist.

When administering a commerically prepared instrument, the teacher should thoroughly study and follow the accompanying directions. This will assure that the information collected will be able to be analyzed according to the norms, scores, or categories referenced in the administration manual. If the teacher is requesting that parents or other professionals complete the rating scale, it is important that the terms or behavioral categories be reviewed so that the language or concepts are clearly understood.

3c. The teacher will be able to apply the results of a variety of rating scales, screening instruments, and behavioral checklists to programming for students with emotional handicaps.

Rating scales and checklists are of benefit for documenting parents', teachers', or others' perceptions of behavior. The instruments provide a means for sorting out behaviors and establishing parameters for further evaluation. These instruments must be used in conjunction with other systematic observation so as to qualify and more clearly understand the behaviors of concern. When put with other data, the information collected through rating scales and checklists can be the basis for making decisions about priorities in programming and interventions, and for evaluating student progress.

Professional literature has been critical about the lack of standardizations, inadequate validity, reliability, and predictability of behavioral rating scales and checklists. Teachers should examine the validity and reliability ratings of the scales they use, as well as evaluate the instruments utility for the purposes they desire.

Summary

Commerical and teacher-made rating scales, checklists, and screening instruments have an important role in assessment. They provide teachers the tools needed to focus on problem behaviors, determine the severity of behaviors, and identify behavior patterns without having to spend inordinate amounts of time or rigor. The information collected becomes a guide for determining the scope of systematic observation or more intense evaluation which should follow. Teachers should become familiar with a variety of scales and checklists so they can draw upon those that will serve their needs.

Pretest/Posttest

B 1. Behavior rating scales and checklists:

   a. are used only by psychologists.
   b. provide objective data.
   c. require extensive training to use.

A 2. Behavior rating scales and checklists are used to:

   a. describe behavioral patterns.
   b. monitor checking accounts.
   c. clarify IEPs.

B 3. The instrument which only indicates whether or not a behavior is present is a:

   a. rating scale.
   b. checklist.
   c. code sheet.

A 4. Behavior rating scales and checklists by themselves:

   a. have limited usefulness.
   b. are very useful.
   c. are sufficient to document behavior problems.

C 5. Teachers are encouraged to follow-up information collected by checklists with:

   a. a case conference.
   b. an intervention plan.
   c. systematic observation.

A 6. Commercially produced rating scales, screening instruments, and checklists have:

   a. available information on administration scoring, and validity.
   b. common vocabulary.
   c. comparable validity and reliability.

C 7. Teacher-made rating scales should at least cover child behaviors, teacher-child interactions, and

   a. teacher perceptions.
   b. child attitudes.
   c. child-child interactions.

A 8. Ratings scales often use ___________ to rate behavior.

   a. ratings along a continuum
   b. the balance beam approach
   c. the fall-out technique.

B 9. Which of the following statements could be inferred from a review of a behavioral rating scale?

a. Chad likes to eat M&M's.
b. Amy spends most of the day by herself.
c. Shirley is enthusiastic.

A 10. Which of the following statements could be inferred from a review of a checklist?

a. Denise asks for help when in difficulty.
b. Al works independently 50% of the time.
c. Aaron occasionally finishes his lunch.

Application Activity

Break into groups of four to five. After reviewing the information on rating scales, develop a scale that can be applied to a student's behavior. The scale should consist of at least four items which you will write on the format below.

Behavior:

1. ____

____

____

Always Often Occasionally Seldom Never

2. ____

____

____

Always Often Occasionally Seldom Never

3. ____

____

____

Always Often Occasionally Seldom Never

4. ____

____

____

Always Often Occasionally Seldom Never

5. ____

____

____

Always Often Occasionally Seldom Never

Handout #1

"Most of the available behavior rating scales are not viewed as diagnostic but descriptive in nature in that they simply indicate a particular behavior exists. They can be used as a means of gauging the severity of behavior symptoms. Most instruments group contributing or component behaviors into domains of highly intercorrelated behaviors based on factor analysis.

"Research in literature has been critical about the lack of standardization, inadequate validity, reliability, and predictability scores of these instruments. This needs to be seen in its proper perspective. Identifying a child as having emotional disabilities based on the scores of a behavior rating scale is totally invalid and unsupported in research. However, it appears the scales do serve a useful purpose. When used as part of an assessment battery, they aid in providing documentation to support placement decisions by demonstrating the deviancy of the student's observable behaviors with his classmates. The scales have proved remarkably stable and reliable in aligning identified behaviors into various factor-analyzed clusters of related behaviors. Behavior rating scales can assist in the preparation of programming goals, can be used as an aid in designing interventions, and can be employed as a pre-post measurement instrument in evaluating interventions. In addition, they provide a standard means of describing and communicating student behavior to parents and support personnel."

Sodac, D. The use of behavior rating scales in the identification of emotionally disabled pupils in The Identification of Emotionally Disabled Pupils: Data and Decision Making, Iowa Department of Public Instruction, 1979.

BEHAVIOR SCALES APPLICABILITY AT GRADE LEVEL

	Grade Levels											
Behavior Scales	1	2	3	4	5	6	7	8	9	10	11	12
Brown/Hammill	X	X	X	X	X	X	X					
Burks	X	X	X	X	X	X	X	X				
Jesness							X	X	X	X	X	X
Miller	X	X	X	X	X	X	X	X	X	X	X	X
Quay	X	X	X	X	X	X	X	X				
Rutter	X	X	X	X	X	X						
Spivack	X	X	X	X	X	X	X	X	X	X	X	X
Walker				X	X	X						

Brown/Hammill - Behavior Rating Profile

Burks - Behavior Rating Scales

Jesness - Behavior Checklist

Miller - Louisville Behavior Checklist

Quay - Behavior Problem Checklist

Rutter - Children's Behavior Questionnaire

Spivack - Devereux-Child Behavior Rating Scale
Devereux-Elementary School Behavior Rating Scale
Devereux-Adolescent Behavior Rating Scale

Walker - Problem Behavior Identification Checklist

Behavior Problem Checklist

Authors: H. Quay and D. R. Peterson
Date: 1967, 1975
Available from: Not commercially available, but can contact authors for manual.

Dr. Herbert Quay
Department of Applied Social Sciences
University of Miami
Coral Gables, Florida 33124

Dr. Donald Peterson
Graduate School of Applied and Professional Psychology
Busch Campus, P.O. Box 819
Piscataway, New Jersey 08854

Comments: The Checklist is a factor-analytically detailed, three-point rating scale listing 55 problem behaviors seen in children and adolescents. The subscales are: conduct problem, personality-problem, and inadequacy-immaturity.

This scale has been the most widely researched scale in literature. It appears to be most reliable and stable in its pervasive behavior dimensions. In addition, data from group studies is accumulating which relate dimensions of behavior to important etiological variables. As of yet, however, for prediction and aid in treatment planning, the utility of the dimensional approach requires much additional research. The research done in the development and subsequent use of the checklist suggests that a reasonable, reliable measurement tool has been created that differentiates between children with emotional or specific learning disabilities and the normal population. It is quick and easy to use.

Reference: Quay, H.C. Measuring dimensions of deviant behavior: The Behavior Problem Checklist, Journal of Abnormal Child Psychology. 1977, 5 277-287.

Behavior Rating Profile

Authors: Linda L. Brown and Donald D. Hammill
Date: 1978
Available from: PRO-ED
333 Perry Brooks Building
Austin, Texas 78701
Cost: Set of 25 - $29.50

Comments: The purpose of Profile is to discriminate between normal and handicapped children who experience emotional and behavior problems. The scales also document the degree of perceived disturbance and specify the settings where child viewed as deviant. Both the parent and teacher scale list 30 problem behaviors to be rated on a four-point scale.

Current research demonstrated the scale to have diagnostic validity and strong internal consistency reliability. It has been noted useful to use with parents in conferences and when deciding which behaviors require further evaluation.

Louisville Behavior Checklist

Author: Lovick C. Miller
Date: 1977
Available form: Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025
Cost: Form #1 (ages 4-6) and Form #2 (ages 7-13) - $21.00 (manual, templates checklists, answer sheets)

Comments: The checklists include 164 items that sample social and emotional behaviors ranging from social competence to social deviance. Items are judged to be true or false by a rater (usually a parent). There are 19 subscales and a severity level score. The subscales measure noxious behaviors, social competence, aggression, inhibition and learning disability. The checklists were designed to help parents identify and communicate concerns about their child's behavior. The instrument should be considered as a part of a diagnostic evaluation. Current research reports the instrument has respectable reliability and validity scores.

Walker Problem Behavior Identification Checklist

Author: Hill Walker
Date: 1970
Available from: Western Psychological Services
12031 Wilshire Boulevard
Los Angeles, California 90025
Cost: Kit containing 100 checklists plus manual - $10.50

Comments: The checklist is designed to provide quick identification of children with behavior problems. It is a single-page listing of 50 observable, operational statements about classroom behavior. The statements are divided into five scales: acting out, withdrawal, distractibility, disturbed peer relations, and immaturity, Can be administered by anyone familiar with the child, and is especially valuable for teachers. Provides a total score, with a cutoff for classifying children as being disturbed. Research supports the reliability and validity of the instrument.

Children's Behavior Questionnaire

Author: Michael Rutter
Date: 1967
Available from: Journal of Child Psychology and Psychiatry, 1967, 8, 1 - 11.
Cost: Not commercially available

Comments: The instrument was desinged for screening and for survey purposes. It consists of 26 problem behaviors which the teacher responds to on a three-point scale. The questionnaire has been utilized to differentiate children diagnosed as anti-social or neurotic. Most of the research involving this instrument has been comparative in nature. It is a simple and easy to use screening device.

Jesness Behavior Checklist

Author: *C. F. Jesness*
Available from: *Consulting Psychologist Press, Inc.*
577 College Avenue
Palo Alto, California 94306

Comments: *The instrument is designed to provide a systematic method for describing student behavior, identifying patterns of behavior, and a means for prescriptive planning and goal setting. Information is collected by observers and self-rating in 14 areas: unobtrusiveness, friendliness, responsibility, considerateness, independence, rapport, enthusiasm, sociability, conformity, calmness, effective communication, insight, social control, anger control. There are two forms of this instrument: an Observer Form, for ratings by teachers, probation or correctional officers, counselors, etc.; and a Self-Appraisal Form for self-evaluations.*

Reliability, validity and normative data based on institutionalized male delinquents. Though based on extensive research with male delinquents, the time and factors are relevant to normal adolescents as well. Ideal for evaluating behavioral change in school and for comparisons between self and observer ratings for use in counseling or research. At present, the instrument is very rough, but it definitely fills a gap at the secondary level.

Burks' Behavior Rating Scales

Author: *Harold F. Burks*
Date: *1977*
Available from: *Western Psychological Services*
12031 Wilshire Blvd.
Los Angeles, California 90025

Comments: *It is designed to help in differential diagnosis of children already known to have problems. The scales list 110 problem behaviors to be rated by teachers or parents. Scales are divided into 18 cluster areas: self-blame, anxiety, withdrawal, dependency, ego strength, physical strength, coordination, intellectually academics, attention, impulse control, reality, contact, sense of identity, suffering, anger control, sense of persecution, aggressiveness, and resistance*

Scales have shown some ability to identify problems of behavior, to differentiate among groups of children and changes in behavior over time, and provide source of information for conferencing or further evaluation.

Devereux Elementary School Behavior Rating Scale

Authors: George Spivak and Marshall Swift
Date: 1967
Available from: The Devereux Foundation Press
Devon, PA 19333

Comments: The scale was designed to measure overt behavior problems, not personality traits. It is suggested to be used as part of an educational evaluation, measure of behavior change and adjustment, and a means for communicating behavior to parents and others. The scale contains 47 items to which the teacher designates the frequency of a behavior's occurrence on five-point scale. These items are clustered into 11 behavior factors: classroom disturbance, impatience, disrespect-defiance, external blame, achievement anxiety, external reliance, comprehension, inattentive-withdrawn, irrelevant-responsiveness, creative initiative, need for closeness to the teacher. The subscale values transfer to a profile.

The scale is viewed as carefully defined and constructed. Reliability and validity studies demonstrate that the scales are useful to communicating about the behavior of a child.

Devereux Adolescent Behavior Rating Scale

Authors: George Spivak and Marshall Swift
Date: 1976
Available from: The Devereux Foundation Press
Devon, PA 19333

Comments: The scale was designed as a method for describing overt behaviors, assessing behavioral changes, and as a means for communicating information about behavior during conferences and staffings. The scale contains items that factor out into 12 areas. The twelve (12) factor scores are: unethical behavior, defiant-resistive, domineering-sadistic, heterosexual interest, hyperactive expansive, poor emotional control, need approval and dependency, emotional distance, physical inferiority-timidity, schizoid withdrawal, bizarre speech and cognition. Three cluster scores (inability in delaying, paranoid thought, anxious self blame are also derived. Research notes the instrument to be reliable for use with diagnosed groups of disturbed adolescents and as a tool for identifying disturbed adolescents.

Vineland Adaptive Behavior Scales

Author: Sparrow et. al.
Date: 1984
Available from: American Guidance Service

The Vineland Adaptive Behavior Scale is available as an interview, survey, and classroom version. The survey and interview forms apply from birth to 18 years 11 months, and the classroom version is applicable for children three to 12 years 11 months old. Adaptive behavior is measured in four domains and eleven subdomains. Communication domain includes receptive, expressive, and written communication skills, the daily living domain contains personal, domestic, and community skills; the socialization domain includes interpersonal relationships, play and leisure time and coping, and motor skills include both gross and fine motor.

Denver Developmental Screening Test

Author: Frankenburg, Dodds, Fandal, Kuzuk, and Cohrs
Date: 1975

Assesses children from birth to six years old on 105 items in four developmental categories:

1. Personal-social
2. Fine-motor adaptive
3. Language
4. Gross motor

Items are scored as pass, failure, refusal, or no opportunity.

Child Behavior Rating Scale

Author: Cassel
Date: 1962

Assess the personality adjustment of kindergarten through third-grade students. Can be completed by parents and teachers. Rates five areas of self, home, social, school, and physical.

24. Before you punish or discipline the child, how often do you have the following thoughts? (Please rate each item on a 1-5 basis.)

1 = Not at all

2 = Now and then

3 = Sometimes

4 = Often

5 = Very often

______ This will teach the child a lesson.

______ This will make the child feel better.

______ This will make me feel better.

______ The child deserves it.

______ The child is different.

______ The child is stupid.

______ This is for the child's own good.

______ The child is bad.

______ The child is retarded.

______ This will teach the child to be tough.

______ This will make him a man (or her a lady).

______ This will make the child smarter.

______ The child is fresh or wise.

______ This will get the "devil" out of the child.

______ This was done when I was a child, and it didn't hurt me any.

______ This was done when I was a child, and it helped me.

______ This will make the child respect me.

______ This will make the child respect someone else.

______ I hate (or can't stand) the child.

______ He or she is just like his or her mother or father.

______ The child is deliberately trying to make me feel miserable.

______ The child is going to drive me crazy if I don't do something.

25. Please indicate how often you have used each of the following methods to change the child's behavior. Also, indicate how effective each method has been. (Please rate each item on a 1-5 basis.)

1 = Not at all

2 = A little (or now and then)

3 = A fair amount (or sometimes)

4 = Much (or often)

5 = Very much (or very often)

MEDICAL HISTORY INVENTORY FOR CHILDREN AND ADOLESCENTS (P) *

Name ______________________ Date ______________
Relationship to child ______________________
Name of child ______________________ Sex ______________
Age ______ Date of birth ______________________
School ______________________ Grade ______________
Address ______________________________________
____
Telephone number ______________________

PRENATAL HISTORY

1. Check the degree to which the child's mother had each of the following symptoms during pregnancy:
   a. Nausea
      Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______
   b. Vomiting
      Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______
   c. Vaginal bleeding
      Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______
   d. Water retention
      Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______
2. How much did the child's mother smoke during pregnancy?
   Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______
3. How much did the child's mother drink alcoholic beverages during pregnancy?
   Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______
4. How much weight did the child's mother gain during pregnancy? ______________________
5. What medications, if any, did the child's mother take during pregnancy?

Medication	*Dosage*	*Effectiveness*

6. What vitamins, if any, did the child's mother take during pregnancy?

Vitamin	*Dosage*	*Effectiveness*

7. Were there any complications due to this pregnancy? Yes ______ No ______ If so, please describe. ______________________________________
____

---

* Cautela, J. R., Cautela, J. , & Esonis, S. (1983). Forms for behavior analysis with children. Champaign, IL: Research Press.

BIRTH HISTORY

8. How many months pregnant was the child's mother when she gave birth? ____________________

9. What was the place of birth? ____

10. What was the child's weight at birth? ____________ Length at birth? ____________

11. How long was the child's mother in labor? ______________________________

12. Were forceps used for the delivery? Yes ______ No ______

13. What type of delivery was it? Caesarian ______ Vaginal ______

14. Did the child's mother have any complications in the hospital before going home?
Yes ______ No ______ If so, please describe. ______________________________
____

15. Did the child have any complications in the hospital before going home?
Yes ______ No ______ If so, please describe. ______________________________
____

EARLY MEDICAL HISTORY

16. Was there any difficulty in feeding the child? Yes ______ No ______ If so, please describe. ____
____

17. Check any of the following problems that the child had as an infant:
   a. Allergies ______
   b. Colic ______
   c. Constipation ______
   d. Diarrhea ______
   e. Other (specify) ______

18. When did the child first walk without support? ______________________________

19. When did the child speak his or her first word? ______________________________
Several words? ______________________________

20. When was the child toilet trained? Urine ______________ Stool ______________

21. Check any of the following childhood illnesses that the child has had. Describe the frequency of the illness, problems the child has had with it, and how much it presently limits normal activities.
   a. Allergies ______ Describe. ______________________________
   b. Anemia ______ Describe. ______________________________
   c. Asthma ______ Describe. ______________________________
   d. Chicken pox ______ Describe. ______________________________
   e. Convulsions ______ Describe. ______________________________
   f. Eczema ______ Describe. ______________________________
   g. Hay fever ______ Describe. ______________________________
   h. Measles ______ Describe. ______________________________
   i. Meningitis ______ Describe. ______________________________
   j. Mumps ______ Describe. ______________________________
   k. Rheumatic fever ______ Describe. ______________________________
   l. Rubella ______ Describe. ______________________________
   m. Scarlet fever ______ Describe. ______________________________

n. Tuberculosis ______ Describe. ______________________________

o. Whooping cough ______ Describe. ______________________________

p. Other (specify) ______________________________

22. Has the child ever had any serious injuries? Yes ______ No ______ If so, please describe. ______

____

23. What medications has the child taken previously?

Medication	*Dosage*	*Dates*

24. What medications is the child taking presently?

Medication	*Dosage*	*Date begun*

25. Has the child ever been hospitalized? Yes ______ No ______ If so, please give dates and list reasons. ______________________________

____

26. Does the child presently have any illnesses? Yes ______ No ______ If so, please describe. ______

____

PRESENT PROBLEMS OR SYMPTOMS

27. Check the degree to which the child has the following problems or symptoms:

a. Hearing difficulties
Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

b. Visual problems
Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

c. Headaches
Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

d. Ear infections
Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

e. Nosebleeds
Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

f. Bleeding gums
Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

g. Toothaches
Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

h. Coughing
Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

Parent Checklist*

The following is a list of behaviors that the child may exhibit. Please rate each item on a 1–5 basis for each of the questions that are asked regarding each behavior.

1 = Not at all
2 = A little (or now and then)
3 = A fair amount (or sometimes)
4 = Much (or often)
5 = Very much (or very often)

	How often does this occur?	How much does the behavior bother you?	How often do you punish the behavior?	How effective is the punishment?
a. Says no when asked to do something				
b. Cries				
c. Screams loudly				
d. Whines				
e. Won't clean room				
f. Won't pick up toys				
g. Tracks in dirt				
h. Eats in sloppy manner				
i. Urinates in pants or bed				
j. Defecates in pants or bed				
k. Takes food without permission				
l. Runs wild in house				
m. Argues with brother or sister				
n. Fights with (hits) brother or sister				
o. Tears or soils clothes				
p. Refuses to wash himself or herself				
q. Destroys property				
r. Steals				
s. Calls mother or father names				
t. Leaves home without permission				
u. Won't come home when called				
v. Won't get out of bed when called				
w. Other (specify) ____________				

---

* From Cautela, J. R., Cautela, J., & Esonis, S. (1983). Forms for behavior analysis with children. Champaign, IL: Research Press.

dd. Tries to eat material besides food

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

ee. Has trouble falling asleep

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

ff. Tires easily

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

28. Does the child eat enough? Yes ______ No ______ Eat too much? Yes ______ No ______

29. Please list any other physical symptoms or problems the child has. ____________________

i. Colds

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

j. Wheezing

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

k. Vomiting

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

l. Nausea

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

m. Wets bed at night

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

n. Wets self during the day

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

o. Has bowel movements in bed at night

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

p. Has uncontrolled bowel movements during the day

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

q. Has a rash or several rashes

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

r. Bangs his or her head

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

s. Rocks in bed

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

t. Rocks in a chair

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

u. Has acne

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

v. Drools

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

w. Complains of pains in the abdomen

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

x. Complains of pains in the arms

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

y. Complains of pains in the hands

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

z. Complains of pains in the legs

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

aa. Complains of pains in the feet

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

bb. Is hyperactive

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

cc. Sucks his or her thumb

Not at all ______ A little ______ A fair amount ______ Much ______ Very much ______

Application Activity

Designing a Checklist

On the form below, construct a checklist which would be appropriate in your classroom. The items down the left side of the page should be steps that your students would need to accomplish in completing some social skills. At the top of the column, you should fill in the time periods during which you observe for the behavior, depending on whether you would use weekly or daily intervals.

TASKS	OBSERVATION TIMES				
1. ______					
2. ______					
3. ______					
4. ______					
5. ______					
6. ______					
7. ______					
8. ______					
9. ______					
10. ______					
11. ______					
12. ______					
13. ______					
14. ______					
15. ______					

WORKSHOP #4

Module 1, Goal 4: The teacher will be able to develop and maintain appropriate documentation.

Introduction:

In this workshop, we will address: Developing ways to efficiently track your IEP's and student progress, the care and treatment of anecdotal records, and collecting data on a variety of behaviors.

Administer pretest

4a. The teacher will be able to develop an appropriate and efficient record keeping system.

Each student's IEP is the foundation for his or her programmming. IEPs are the basis for scheduling and grouping. The IEP tracking system may keep instruction on target. A sample tracking system is presented in Handout #1.

Objectives may also be tracked Handout #1 in a similar manner. A sample instructional strategy and objective tracking system is presented in Handout #2.

Handout #2

Documenting growth with students with emotional handicaps is difficult. Parents, regular educators, and the students themselves need to be involved in reviewing progress.

The usual manner for reporting progress to parents is the annual IEP review conference. Parent-teacher conferences are not the only means of communicating progress. You may want to consider developing a "report card" appropriate for your room or program. A comment sheet, in addition to regular report card systems, may be necessary. Daily and weekly written feedback or phone calls, checksheets, notebooks, or award systems may be helpful for parents.

A student's regular education teacher should be involved in documenting growth and reporting progress. Positive and open communication is the key. Regular education and special education teachers need to work together to develop the documentation system used. The special educator must make sure that the regular class teacher understands the student's objectives in the regular classroom. Who is going to evaluate the student in what areas must be clearly defined. A mainstreaming checklist may assist daily communication between special and regular educators.

Handout #3

The student may also be involved in documenting progress. Self-monitoring may help the student to become more aware of behavior. In developing a self-monitoring system, the following steps may be followed:

a. determine the target behavior,
b. design and copy an appropriate recording sheet,
c. make sheets available to the student,
d. explain to the student how to record the behavior, and
e. provide feedback and reliability checks.

A self-monitoring system is presented in Handout #4.

4b. The teacher will be able to write appropriate and pragmatic anecdotal records.

Anecdotal record is a factual account of a pupil's spontaneous behavior as observed by a teacher or other professional who knows the child. The record should typify a typical situation. The teacher should only record exact behavior, recorded as objectively as possible. Feelings, attitudes, and interpretations of behavior or incidents should not be included. It is important that the anocdotal record be written as soon after an incident or observation as possible.

These records become valuable sources of information because they supplement systematic observations and other objective measures of information.

Handouts #5 and #6

4c. The teacher will be able to efficiently collect data on a variety of behaviors.

Data collection is a controversial subject among special educators. Many teachers feel that data collection is a time-consuming process that removes them from the role of teacher and puts them into the role of observer and recorder. However, to be effective, teachers need continued and immediate information on student performance. Data provides a concrete means of accountability. Data can provide students, teacher, and parents with positive reinforcement about growth. Data collection is to make you a more effective and efficient teacher, not to create more work.

Data collection systems should:

a. use as direct and sensitive terminology as possible
b. record the behavior where it occurs
c. define the behavior carefully
d. record behavior as frequently as needed
e. only record as many behaviors as can be reasonably managed
f. be usable in daily instruction

Throughout data collection, avoid value judgments. You must remain objective to have a true picture of the student.

The most frequently used option for data collection is the pretest/posttest. In this method, behavior rating scales, self-rating scales, sociometric instruments, standardized assessments, and teacher-made academic or behavior checklists are used before instruction (pretest) and then after instructing or following a fixed period of time (posttest). Be careful when adminstering posttests after interacting with the student and providing instruction, it is sometimes difficult to remain objective.

More formal and frequent data collection systems may be used in the classroom for emotionally handicapped students. These options include:

a. event recording, in which the frequency or number of times the behavior or skill occurs is recorded (Handout #1)

b. duration recording, in which the amount of time during which the behavior or skill occurs is recorded (Handout #8)

c. level of assistance recording, in which the amount of support the student needs to successfully exhibit the skill is recorded (Handout #9)

Work through the completed examples (Handout #10, #11, and #12) with participants.

When students don't seem to be progressing the way you feel they should, you have several options.

a. teach another way
b. change reinforcers
c. check error patterns for specific remediation
d. determine the student's readiness
e. teach something more relevent

GRADES

No one seems to have the answers about grading. Grading policies are inconsistent within schools and within systems. There are several options for grading.

a. Follow the traditional system: If a student doesn't pass, he doesn't pass. Count up the percentage points, find the average, and assign a grade.
b. Give two grades: one for effort and one in comparison to grade peers.
c. Design an individual report card or system for each child.
d. Use criterion referenced checksheets.
e. Use the annual evaluation of the IEP as the report card for the student.
f. Contract for grades with the student.

SUMMARY

In order to efficiently monitor the effectiveness of one's IEP's and student progress, one must develop and maintain appropriate documentation. The data collected should be a factual account of a student's spontaneous behavior and academic performance.

Pretest/Posttest

__F__ 1. Tracking IEP goals and objectives, though helpful, is really not necessary for an experienced teacher.

__F__ 2. Changes in students with emotional handicaps are usually so dramatic that data collection systems are not necessary.

__T__ 3. Regular education teachers of mainstreamed students should also be involved in documenting student growth.

__T__ 4. Data collection should be direct and avoid value judgements.

__T__ 5. Data collection should help you decide how and what to teach.

__F__ 6. Grading policies for students with emotional handicaps are usually consistent across school systems.

__T__ 7. Documenting the level of assistance a student needs to complete a task is an appropriate data collection system for students with emotional handicaps.

__F__ 8. Collecting data on "amount of time" is called frequency data.

__T__ 9. Students can collect data on their own behavior.

__F__ 10. Teachers should express feelings and value judgements in anecdotal records.

Handout #1

IEP TRACKING SHEET

Student: ______________________________ Date: ________________

OBJECTIVE *	DATE IMPLEMENTED	DATE COMPLETED	DATA COLLECTION	COMMENTS
Keeps hands to self during morning group--less than 2 aggressions per group period.	9-30-85		Frequency counts taken daily.	
Remains in seat throughout snack time -- leaves seat no more than one time.	10-12-85		Frequency counts taken daily.	
Completes tasks with no more than 2 reminders to "keep working".	10-15-85	10-31-85	Frequency counts taken daily.	Tasks are no more than 5-7 minutes long.
Work consistently on a task for ten minutes with no cues.	11-1-85			

* To be copied from the student's Individualized Educational Plan.

(Shea & Bauer, 1986)

Handout #2

INSTRUCTIONAL STRATEGIES SHEET

STUDENT: ______________________________ DATE: ____________

GOAL: ____

INSTRUCTIONAL STRATEGIES: ____________________________

CONSEQUENCES:

REINFORCERS:

DATA COLLECTION:

(Shea & Bauer, 1986)

Handout #3

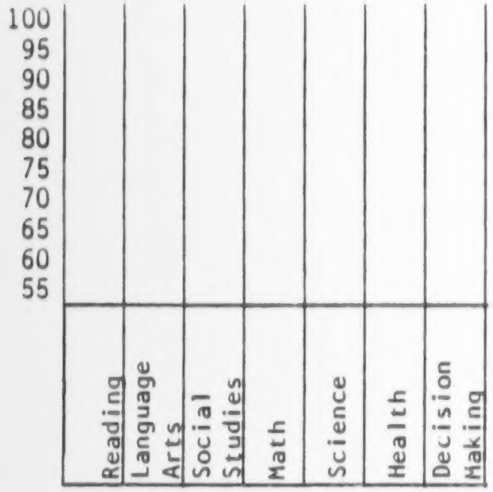
CLASSROOM BEHAVIORS:	1st	2nd	3rd	4th	5th	6th	7th
On Time	Y N						
Good Model	Y N						
Speaks Kindly	Y N						
On Task	Y N						
Follows Directions	Y N						
Completes Assignments	Y N						
Ignore Inappropriate Behavior	Y N						
Specials:	Y N						

LUNCHROOM BEHAVIORS		MAINSTREAM BEHAVIORS	
Follows Directions	Y N	On Time	%s
Folows Lunchroom Rules	Y N	Brings Materials:	
Cooperates with others	Y N	Follows Directions:	
On time returning to class	Y N	Assignments on Time:	

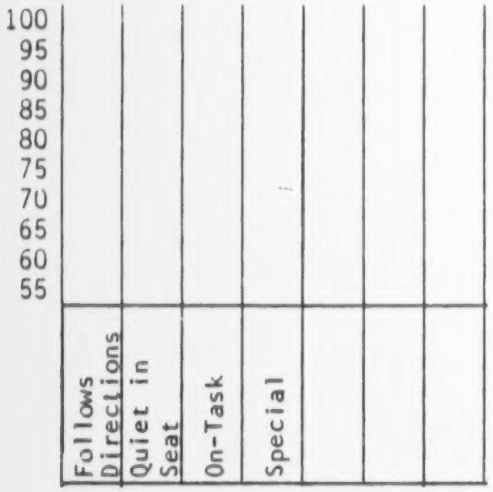
Handout #4

WEEKLY LEVEL GRAPH (SELF-RECORDED)

ACADEMICS



BEHAVIORS



Handout #5

Examples of Anecdotal Records

Name: Tony

Date: 9/12/87

Situation: Free Time (a.m.)

Observation: Tony hits Jim, Jim cries. Susan and Jim call the teacher. Teacher reprimands Tony by grabbing his arm. Tony is then taken to time out. Teacher takes Jim aside and comforts him.

Bus Behavior Record

October 1: Bill threw another sutdent's book out of the bus window.

October 2: Throughout the bus ride, Bill passed gas, laughing continuously.

October 5: Upon reaching another student's house, Bill calls student's mother a tramp.

October 6: Offered to help carry another student's (who has a broken leg) book.

October 7: Pulled up a girl's skirt as she was getting on the bus.

October 8: Was quiet during the ride. Told another student he was ill.

October 9: Wrote profanity on the back of the bus seat with magic marker.

Handout #6

Anecdotal Interview Recording Form

May be used with consultants, regular educators, and parents.

Teacher:

Student:

Date:

1. Can you describe in your own words the nature of the problem?

2. Can you give several details about the behavior? When does it occur? What happens after the behavior occurs? Where does it usually occur? How do the other students react when this behavior occurs?

Handout #7

FREQUENCY BEHAVIOR CHART

25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dates>>>

Directions:

Indicate behavior counted ______________________________

Enter date or time period ______________________________

Cross out one number each time the behavior occurs on each date

(Shea & Bauer, 1986)

Handout #8

DURATION BEHAVIOR CHART

NUMBER OF MINUTES

20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Dates >>>

Directions:

Indicate behavior counted ______________________________

Enter date or time period ______________________________

Circle the length of time the behavior occurred during that period

Connect circles to form graph

(Shea & Bauer, 1986)

Handout #9

LEVEL OF ASSISTANCE RECORDING

Student's Name: ______________________________

School: ______________________________

Special Education Teacher: ______________________________

Regular Classroom Teacher: ______________________________

Dates

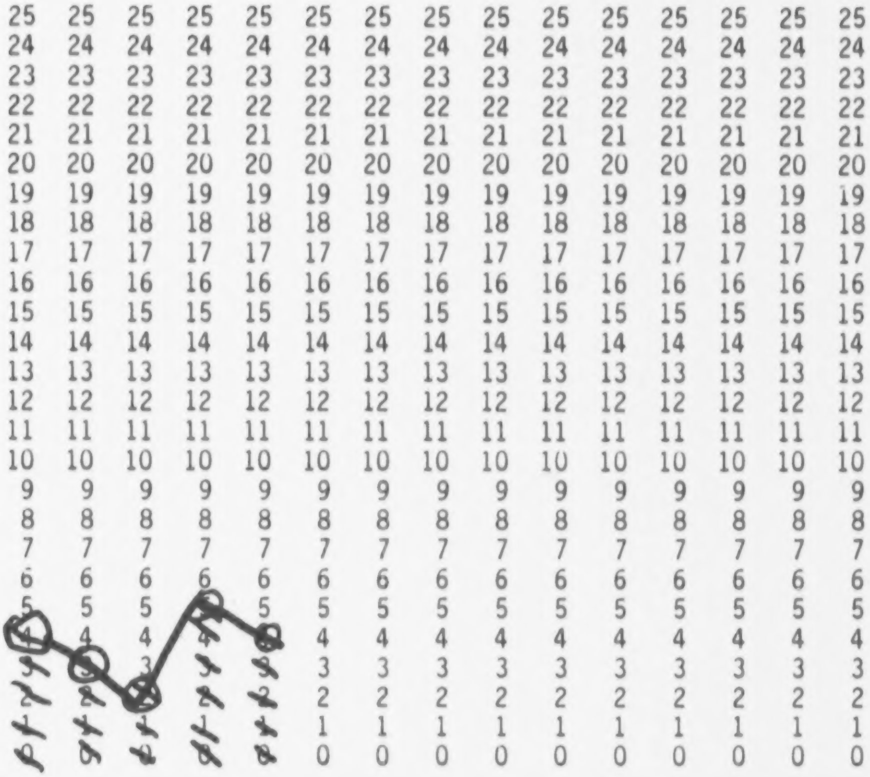
Objective	Level of Assistance										
	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A
	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A
	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A
	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A

Rating Code:

3 - completes the objective independently and successfully
2 - requires one verbal reminder to successfully complete objective
1 - requires direct supervision and handshaping to complete objective successfully
0 - physical assistance required
A - unable to successfully complete objective, i.e., had to be removed, refusal, tantrum, etc.

Handout #10

FREQUENCY BEHAVIOR CHART



3-1 3-8 3-15 3-22 3-29

Dates>>>

Directions:

Indicate behavior counted when Michael raises his hand to answer questions.

Enter date or time period Math, 10:00-10:45, once a week

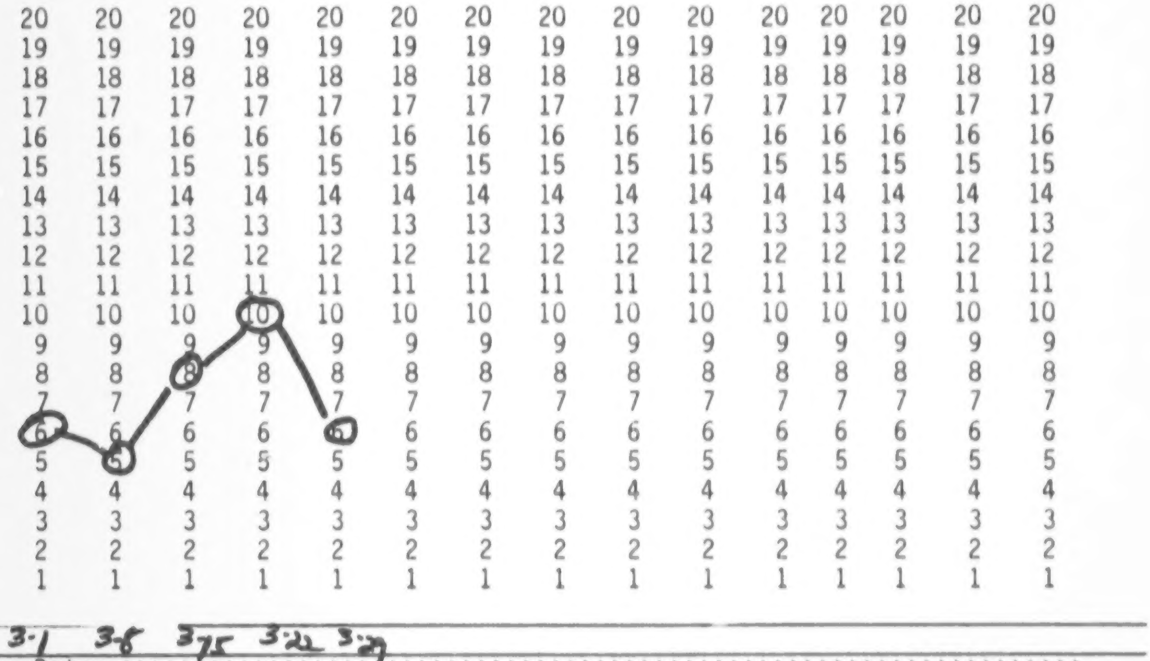
Cross out one number each time the behavior occurs on each date

(Shea & Bauer, 1986)

Handout #11

DURATION BEHAVIOR CHART

NUMBER OF MINUTES



Dates >>

Directions:

Indicate behavior counted time Ryan remains at desk

Enter date or time period during seatwork, 9:30-9:50

Circle the length of time the behavior occurred during that period

Connect circles to form graph

(Shea & Bauer, 1986)

Handout #12

LEVEL OF ASSISTANCE RECORDING

Student's Name: Carl

School: Happyvale Middle School

Special Education Teacher: Ms Efficaci

Regular Classroom Teacher: Mr. Norm

Recess/Lunch

Dates

Objective

Level of Assistance

Objective											
Carries lunch through cafeteria line and selects table	3 [✓ 2] 1 0 A	3 2 [✓ 1] 0 A	[✓ 3] 2 1 0 A	[✓ 3] 2 1 0 A	3 [✓ 2] 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A
Removes tray and asks to be dismissed	3 [✓ 2] 1 0 A	[✓ 3] 2 1 0 A	[✓ 3] 2 1 0 A	3 [✓ 2] 1 0 A	[✓ 3] 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A
Joins group on playground	3 2 1 [✓ 0] A	3 2 1 [✓ 0] A	3 2 [✓ 1] 0 A	3 2 [✓ 1] 0 A	3 2 1 [✓ 0] A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A
Leaves playground at bell	3 2 [✓ 1] 0 A	3 [✓ 2] 1 0 A	3 [✓ 2] 1 0 A	[✓ 3] 2 1 0 A	3 [✓ 2] 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A

Rating Code:

3 - completes the objective independently and successfully
2 - requires one verbal reminder to successfully complete objective
1 - requires direct supervision and handshaping to complete objective successfully
0 - physical assistance required
A - unable to successfully complete objective, i.e., had to be removed, refusal, tantrum, etc.

Apter, S. & Conoly, J. (1984) Childhood behavior disorders and emotional disturbance. Englewood, Calif, NJ: Prentice Hall, Inc.

Cautela, S. J., Cautela, J. & Esonis, S. (1983). Forms for behavior analysis with children. Champaign, K: Research Press.

Coleman, M. (1986). Behavior disorders: Theory and practice. Englewood Cliff, NJ: Prentice-Hall

Kerr, M.M. and Nelson, C.M. (1983) Strategies for managing behavior problems in the classroom. Columbus: Cranes E. Merill Publishing Co.

Laten, S. & Katz, G. (1975) A theoretical model for assessment of adolescents: The ecological/behavioral approach. Madison, WI: Madison Public Schools, Special Education Services.

Project STRETCH. (1977) Assessment. Illinois: Hubbard

Salvia, J., & Ysseldyke J. (1978). Assessment in special and remedial education. Boston: Houghton Mifflin Company.

Shea, T.M., & Bauer, A. (1985). Parents and teacher of exceptional students. Boston, MA: Allyn and Bacon, Inc.

Wood, F.W., Smith, C.R., & Grimes, J. (eds). The Iowa Assessment Model - Behavior disorders, a training manual. Des Moines, IA: State Department of Education, 1985.

MODULE 2: Development, Implementation, and Evaluation of IEPs

I. Introduction

A. Rationale

Appropriate educational services cannot be provided without identifying on the needs of individual students. Recognizing this, P.L. 94-142 has required that each student placed in a special education program has an Individual Education Program. The IEP ensures an appropriate program for students with emotional handicaps.

B. Purpose

The purpose of this module is to assist personnel in identifying rules and regulations pertaining to IEP development. This module to offers information related to the compostion of an IEP team, the content of an IEP, and the format of an IEP. This will aid all personnel in making consistent and uniform IEP decisions.

C. Scope

The goal of this module is to provide personnel with a structure for making decisions necessary for developing individualized and functional goals and objectives for students with emotional handicaps. This module addresses special education and related services, the placement options, and the least restrictive environment. It address the program development process. It is not the goal of the module to define the term "emotional handicap," to elaborate on criteria for eligibility, or define due process procedures for parents.

D. Prerequisite skills

While it is not necessary to complete any other modules before utilizing this module, it may be beneficial to be familiar with the content of the assessment and behavior modification module. Working knowledge of the definitions provided in the glossary will be helpful.

E. Target Population

This module is designed to assist case conference committee members (regular education teachers, special educaton teachers, evaluation/diagnostic specialists, parents and school administrators). The information contained in this module was selected with the role enhancement of these participating team members in mind.

GLOSSARY

Affective - sustematic instruction to help students acquire information, attitudes, and skills which encourage appropriate behavior and mental health. (Colorado Department of Education, 1980)

Annual case review is conducted annually by the case conference committee to review, monitor, and revise the IEP if necessary.

Case conference committee is a team responsible for making all decisions necessary for developing and implementing an appropriate IEP. This team may include referring teacher(s), principal, parents, school psychologist, superintendents designee, and other specialists.

Cognitive - sgystematic instruction to help students acquire academic skills pertaining to the goals and objectives outlined in the IEP.

Free appropriate public education is special education and related services which have been provided at public expense, under public supervision and direction, and without charge; meet the standards of the state's educationa gency; include appropriate preschool, elementary or secondary placement in the state involved; and, are provided in conformity with the individual education required under the law.

Handicapped children are children evaluated as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically handicapped, other health impaired, deaf-blind, multi-handicapped, specific learning disabilities who need special education and related services.

Long range goals are that part of an IEP that specifies academic or behavioral goals to be achieved during the school year.

Multidisciplinary team - Individuals required to participate on this team are an appropriately trained and certified school psychologist/psychometrist, and at least one teacher or specilist with knowledge in the area of suspected disability. Other members are selected based on the information obtained from the referral for evaluation.

Native Language is the language normally used by parents.

Parent is the parent, a guardian, a person acting as a parent of a child, the person the child is living with.

Psychomotor - Systematic instruction to help studens acquire gross motor and fine motor skills pertaining to the goals and objectives outlined in the IEP.

Qualified. The person has met state education agency approved or recongized certification, licensing, registration, or other comparable requirements which apply to the area which he/she is providing services.

Related services are transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped student to benefit from special education, and includes sppech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities, counseling services and medical services for diagnostic or evaluation purposes. It also includes school health services, social work services in schools, and parent counseling and training.

Short term objectives are detailed and measureable steps leading towards mastery of an annual goal.

Special education is specially designed instruction, at no cost to parents or guardians to meet the unique needs of a handicapped child including classroom instruction, instruction in physical education, and instruction in hospitals and institutions.

Task analysis is breaking down of a task into small sequential elements.

WORKSHOP I

Introduce self and participants
[illegible]minister Pretest

1. The teacher will be able to participate in an IEP meeting

   1a. The teacher will be able to describe the role of the IEP in the placement process,

   P.L. 94-142 makes the following requirements on the placement process.

   - a. Policies and procedures must be in effect to protect the confidentiality of personally identifiable information.
   - b. Handicapped children must be educated with nonhandicapped children to the maximum extent possible.
   - c. Nondiscriminatory testing practices must be used.
   - d. IEP's must be written for each handicapped student and must be reviewed at least annually.
   - e. Due Process procedures must be guaranteed with respect to all matters of identification, evaluation and placement.
   - f. Parents have the right to due process in the identification, evaluation and placement and to obtain an independent educational evaluation.
   - g. A surrogate parent will be assigned to any child whose parents are unknown or unavailable or any child who is a ward of the state.
   - h. Parents must receive a written notice prior to any change in placement or evaluation of a child.
   - i. Notice must be in the parents' native language.

Discuss Handout #1

1b. The teacher will be able to describe the content of the IEP

1. Current level of performance.
   - a. Determined from completing nondiscriminatory multifactored assessment.
2. Annual goals and short term objectives.
3. Related services to be provided.
   - a. Any service necessary for a handicapped student to benefit from his placement, transportation, speech pathology, counseling services, etc.
4. Extent the student will participate in regular education.
   - a. Must be stated in percent. If the child is in resource room one-half day, he is in regular education 50% of the day.
5. Evaluation criteria and how goals and objectives are to be monitored.
   - a. Criteria for mastery is based on type of handicap instructional goals, and conditions.
   - b. Academic goals and objectives are more easily measured than social and emotional goals and objectives.
6. Projected date for initiation and anticipated duration of services.
7. Placement.
   - a. Various options for placement are listed.
   - b. Reason for selected placement given.

8. Persons involved in implementing IEP.
    a. Teacher of students with emotional handicaps, parents, related services personnel, regular educators.
9. Case Conference Team members.
    a. All persons attending the case conference, including administrators, regular teachers, special education personnel, parents, persons of parents choice who may provide additional information and expertise relating to the student, and the student, if appropriate.

APPLICATION ACTIVITY

Presenter uses overhead listing the required components of the IEP. Presenter will have copies of local IEP form to distribute. The participants will compare their local form to listed components. Discussion will follow on compliance using the local IEP form.

WORKSHOP 2

1c. The teacher will be able to participate in the development of individualized functional goals and objectives to address students' needs as determined by assessment.

1. Annual goals are statements that describe what a student can reasonably be expected to accomplish within one calendar year in his special education placement.

2. Annual goals are based on assessment data.
   a. Goals address a student's specific needs.

3. Annual goals should reflect past achievements.
   a. Avoid expectations that are too high or low.

4. Annual goals should reflect current performance.
   a. Represents a starting point.

5. Annual goals should consider high-priority areas by members of IEP team.
   a. Goals should address student's immediate social, emotional and academic needs.
   b. Social and emotional goals always take priority in the development of students with emotional handicaps.

6. Annual goals should include the cognitive, psychomotor, and affective domains.
   a. Cognitive - Jimmy will increase his knowledge of U.S. History.
   b. Psychomotor - Jimmy will walk across a room unassisted.
   c. Affective - Jimmy will follow classroom rules.

7. Short-term objectives are measurable steps between present level of functioning and the annual goal.

8. Short term objectives must include:
   a. Description of desired performance
   b. Given conditions under which behavior occurs
   c. Listing of criterion for adequate performance

9. Short term objectives describe specific terminal behaviors and are written in behavioral terms
   a. Describes what learner will be doing when having completed the objective.

10. Short term objectives define standards of performance.
    a. What level must the student master before moving on to another objective?

11. Goals and objective should always be written in a positive manner.

Review Handout #2

Complete application activity

Handout #2

Complete posttest

PRETEST/POSTTEST

T 1) The extent the child will participate in regular education must be stated in percent.

T 2) The IEP for students with emotional handicaps must include various alternative placements considered and the reason they were rejected.

F 3) The placement determined for every student with an emotional handicap must be reviewed every three years.

T 4) Parents may bring any supporting persons of their choice to the case conference meeting.

F 5) Annual goals and objectives are more effective when stated negatively.

T 6) Social and emotional goals and objectives should always come first on the IEP for a student with an emotional handicap.

F 7) It is easier to measure social and emotional goals than academic goals.

F 8) An IEP is developed for each student with emotional handicaps after placement has been determined.

T 9) An individualized education program must be in effect before special education and related services are provided for a student with emotional handicaps.

T 10) Counseling services and parent training are related service?

T 11) The native language of the parent and child must be considered during the IEP process.

F 12) P.L. 94-142 suggests that administrators, regular education teachers, special education personnel, parents, and the student, when approrpriate, participate in the placement process.

HANDOUT #1
PLACEMENT PROCESS FLOW CHART

REFERRAL

a) student experiences difficulty learning
b) teacher makes attempts to help the student overcome difficulty
c) attempts are unsuccessful

PARENTAL PERMISSION OBTAINED FOR EVALUATION

a) personal interview with parents accompanied by written notice in native language or other mode of communication
b) parent consent in written form

DEVELOP ASSESSMENT PLAN AND CONDUCT EVALUATION

a) conducted in students native language or other mode of communication
b) tools administered to assess the education needs of the student
c) all relavant data and reports are assembled (multidisciplinary)

CONVENE CASE CONFERENCE COMMITTEE MEETING

a) adequate notice to parents
b) evaluation data and results interpreted
c) individualized education program, objectives, and services discussed
d) appropriate placement options which provide for the least restrictive environment determined

PARENTAL PERMISSION OBTAINED FOR PLACEMENT

a) Written copy of Case Conference Committee meeting Summary/IEP given to parents in native language
b) Parents Consent for Placement/Program given

3. The IEP meeting and written IEP document are only parts of the on-going special education placement process
   a. The IEP's function in the placement process is to:
      - serve as a communication vehicle for detemining the child's needs, what will be provided, and what the anticipated outcomes will be
      - serve as a written commitment of resources, not a contract
      - serve as a management tool
      - serve as a monitoring document
      - serve as an evalution device

EXAMPLES OF AFFECTIVE GOALS - OBJECTIVES

GOAL: The student will obey school rules.

Condition: 1) During classroom discussion
Desired Performance: The student will raise his hand for attention.
Criterion: With no more than one infraction each class discussion.

Condition: 2) During a structured classroom situation.
Desired Performance: The student will remain in seat.
Criterion: With no more than three infractions each period.

Condition: 3) During classroom discussion and activities.
Desired Performance: The student will speak in volume appropriate to the setting.
Criterion: With no more than three infractions per school day.

Condition: 4) During school year.
Desired Performance: The student will arrive to school on time.
Criterion: With no more than five "tardy's" per grading period.

Condition: 5) During school year.
Desired Performance: The student will attend school regularly.
Criterion: With no more than three absences infractions per grading period.

GOAL: The student will improve his self concept.

Condition: 1) During a school day.
Desired Performance: The student will maintain a neat/clean appearance.
Criterion: 90% of the time.

Condition: 2) During a work situation.
Desired Performance: The student will share materials with peers.
Criterion: With no more than one infraction per session.

Condition: 3) During the school day.
Desired Performance: The student will make a positive statement about himself.
Criterion: At least twice each day.

Condition: 4) When complimented by a peer.
Desired Performance: The student will respond appropriately.
Criterion: 90% of the time.

MANDATORY COMPONENTS OF IEP

1. Current level of performance

2. Annual goals and objectives

3. Related services to be provided

4. Extent the child will participate in regular education

5. Evaluation criterion

6. Projected date for initiation and anticipated duration of services.

7. Placement and placement options, including reason for selected placement.

8. Persons involved in implementation of IEP.

9. Case Conference team members.

HANDOUT #3

Following is a brief partial case history of an emotionally handicapped boy. After reviewing the case history, complete the following IEP.

Jamie Smith is a 14 year old, 8th grade child of Mexican and Caucasian descent. He is currently a ward of the state because of emotional and physical abuse of his mother and stepfather. He became a ward of the state at age 12. He is currently in foster care. His foster family is asking to relinquish custody.

Jamie is enrolled in a program for the emotionally handicapped. He attends regular education programs for 50% of his day. He takes PE/health, art, math, and lunch with the regular education students.

The teacher of the emotionally handicapped program reports that Jamie makes erratic progress. On good days he will do his work when reminded several times. He frequently seems a sullen and withdrawn, and does not interact, with other students. On Jamie's bad days, he does no work, and becomes verbally and physically abusive to peers. He will become verbally abusive to the teacher. He often physically abuses himself, rubbing his skin with a pencil eraser until it bleeds. He often comes to school with self-inflicted razor or knife cuts where he has attempted to carve his initials in his arms.

Jamie's math teacher reports that she frequently sends him back to the special education room for behavior management. She stated that Jamie refers to her as the "white bitch" or "white whore."

Jamie's art and PE teachers report no problems with Jamie. He does not interact with other students and they do not force him to do so. They state that other students seem to be intimidated by him. Jamie frequently does little work and accepts the lower grade.

Jamie's foster family reports that he has an "I don't care" attitude towards grades, school, and family. They would like to relinquish custody because of his sullen and withdrawn behavior. On bad days, he verbally and physically abuses younger siblings in the home. They report that he loves to play baseball and tinker with his moped. He often loses these privileges because of his behavior.

Jamie's school principal stated that he frequently sees Jamie in the office because of his behavior. Jamie respects him and will comply with his requests with little difficulty. The principal feels that Jamie has developed a rapport with him because he is of minority decent.

The school psychologist recently completed Jamie's three-year reevaluation. She found that he exhibits difficulties in the following areas: task attention and completion behavior, low self-esteem, social interaction skills, and fine motor skills. Jamie is currently functioning on grade level in math. He is reading on a 6th grade level, with his written language skills at 5.5 grade level. He is functioning at a low 4th grade level in spelling.

During testing, Jamie revealed that he felt that no one liked him, he was physically unattractive, and had a bad temper.

Jamie's strengths lie in the area of his visual perception skills. Although he lacks social interaction skills, he is keenly aware of what is expected of him from family and school personnel. Jamie loves to work with his hands and frequently draws.

Write some suggested goals for Jamie Smith. Remember, social and emotional goals MUST be stated first on the IEP of an emotionally handicapped child.

1) Jamie will improve his task attention and completion behavior.

2) Jamie will improve his social interaction skills.

3) Jamie will improve his self-concept.

4) Jamie will improve in his ability to express his feelings.

Student's Name_______________________________________Birth Date________

Teacher____________________School_______________Grade______District_____

I. PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

A. Formal and Informal Assessment

B. Child's Learning Characteristics

C. Social-Emotional Behaviors

D. Sensory and Motor Skills

II. ANNUAL GOALS (Attach short-term instructional objectives.)

III. AMOUNT AND TYPE OF INTEGRATION WITH REGULAR PROGRAM

IV. PROJECTED DATES FOR INITIATION OF SERVICE
ANTICIPATED DURATION OF SERVICE

V. OTHER RECOMMENDATIONS

Student's Name____

Date:____

Case Conference team members:

Name	Position

Placement options:

Reason for placement:

Sign off for Case Conference Recommendations:

Agree	Disagree

Persons involved in implementing IEP:

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Student's Name ______________________________

Annual Goal ______________________________

____

____

____

Short-Term Objectives	Special Education Procedures	Measurement Procedures	Date Instruction Begun	Date Objecti Achiev

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Student's Name ______________________

Annual Goal ______________________

Short-Term Objectives	Special Education Procedures	Measurement Procedures	Date Instruction Begun	Date Objecti Achiev

WORKSHOP 2

Students with emotional handicaps have deficient skill in social interaction, planning, dealing with feelings, alternatives to aggression, and responding to stress. Every student with an emotional handicap must have goals and objectives on his IEP that address these various skills in which the child is deficient. This module is being written with the assumption that the implementors of the IEP have the ability to translate academic IEP goals and objectives into daily activities.

2) The teacher will be able to implement appropriate IEPs.

2a. The teacher will be able to translate IEP goals and objectives to daily instructional activities,

1. Organizing the structured social skills group according to shared skill deficits.
   a. Consider the problem behavior. Avoid putting withdrawn, immature child with aggressive, delinquent child.
   b. Consider economic status, family, peer group, etc.
   c. Consider naturally occurring units, classes, residential cottages, etc.
2. Number, length and space of sessions
   a. Social skills sessions should occur at least 3 times weekly.
   b. Length of sessions is based on attention span, impulsivity, verbal ability, etc.
3. Setting of social skills sessions.
   a. Object is to encourage transfer from classroom to real life situations.
      1. More similiar the settings to real life situations, the more transfer occurs.
      2. Role playing situations should be relevant to students.
      3. Homework to be done in real life situation will encourage transfer of skill being learned.
      4. Students should be reinforced at any time when teacher learns of transfer of a learned social skill.
4. Skills taught should be taken from affective goals on IEP.

Following is a copy of a structured learning skill checklist. This will aid the teacher in evaluating students' various skills. Students may then be grouped according to shared deficits.

Handout #1

Following is an example of a student homework report to be used as an aid in transferring learned social skills to real life situations.

Handout #2

LEARNING ACTIVITY

Trainer will give teachers the brief descriptions of a class of students with emotional handicap. Teachers are to group given students into two or more social skills group. They are to state rationale for grouping students. Teachers should keep in mind that students are frequently both aggressive and immature, immature and withdrawn, etc.

1. John - John is a 10 year old white student who rarely speaks. He will answer yes or no to peers when asked questions. He is frequently not accepted by group because of a persistent body odor. He refuses to join in any group activity.

2. Timmy - Timmy is a 11 1/2 year old student. Timmy talks constantly, often using baby talk, and frequently brings his teddy bear and little cars to school. He makes inappropriate noises while working.

3. Donald - Donald is a 10 year old student who is large for his age. He whines or cries or throws temper tantrums. He picks on those students who are smaller than himself. He requires immediate gratification for his needs.

4. Sandy - Sandy is a large, black student who is 12 years old. She consistently tries to get others to fight. She is not well liked by her peers. Sandy will frequently argue with teachers and peers. She is very verbally abusive.

5. Ralph - Ralph is a 13 year old Indian student of small stature. He is the oldest child of 7 children. He does not like any authority figure. Ralph is very street-wise and demonstrates some predelinquent behaviors. He is bossy with other students in the room, but is protective if they are threatened by outsiders.

6. Jerome - Jerome is a 12 1/2 year old white student who is very popular with students outside the resource room. Jerome is unable to express his feelings. He will hold all feelings in until he explodes in anger over any minor incident. Jerome looks down on his peers in the resource room.

7. James is a 14 year old student who comes to the resource room for math and social skills. James has many delinquent friends outside of school. He does not respect authority and is used to getting his own way. James has diffculty getting along with normal school peers and teachers. He becomes violent when he does not get his way.

8. Sammy - Sammy is a 9 year old black student who lives in a fantasy world. He has few friends and those he has are much younger than him. He usually plays by himself. If Sammy is required to do a task he dislikes he often will throw his papers, books or desk.

2b. The teacher will be able to schedule appropriate instructional activities within a structured learning environment.

Scheduling for Instruction

Scheduling is very much an individualized, learn-by-doing process. An effective schedule can in itself manage behavior of studens with emotional handicaps and aid the teacher in teaching from goals and objectives of IEP.

By the nature of their program, teachers in self-contained settings have more control over their schedules. Resource room teachers may face the challenge of pleasing six regular education teachers and a principal with their schedules. In middle, junior high, and secondary school, student schedules may be planned with minimal special educator input. However, the following suggestions are applicable across all settings.

Allocated time (the amount of time scheduled for a subject) and engaged time (the amount of time students are actually actively learning) should be approximately the same. Through carefully scheduling, these two periods may approach equality.

The transitions within your classroom have a great deal of impact on the amount of engaged time. Instructional time is not lost when the changing of groups, activites, and materials is not smooth and efficient.

a. Try modeling smooth transitions.
b. Signaling the beginning and ending of activities, using key phrases such as "It's time to . . ."
c. Reinforce quick, quiet transitions.
d. Plan for early finishers, students unable to continue their assigned tasks, students requiring additional help, etc.

Gallagher (1979) makes several suggestions useful in developing schedules. She stresses moving students along a continuum even in your classroom, in order to prepare them for less restrictive environments. Gallagher maintains that students' schedules should be developmental and constantly evolve as skills and behavioral control increases. She suggest that:

1. group planning should gradually replace individual planning;
2. instruction which begins at individual levels should gradually evolve into small and larger group instruction;
3. short work periods should gradually become longer periods;
4. individual work areas should gradually become group work areas;
5. the amount of adaptation to the curriculum and materials must be gradually reduced;
6. structured, definite periods for specific activities should gradually evolve into more flexible class periods;
7. activities initially planned by the teacher should become cooperatively planned activities;
8. teacher supervision of all activities is gradually replaced with self-monitoring.
9. students' time in the special education program should be gradually reduced;
10. tangible reinforcers should be replaced by natural reinforcers;
11. reinforcers initially presented on a fixed schedule should be presented on an intermittent schedule; and
12. immediate reinforcement should be replaced by delayed reinforcement.

Besides these suggestions for developing schedules, Gallagher makes the following remarks concerning the use of schedules:

A. Only work that can be finished by the end of the school day should be scheduled.
B. Students should be required to complete one task before beginning the next.
C. Time reminders should be provided, e.g., kitchen timers, verbal cues, and other signals to alert the students to follow their schedules.
D. If tasks are completed ahead of schedule, no additional work is assigned; work added after the completion of assigned tasks does not reinforce future task completion.
E. Establish expectations for the students in advance.
F. Each student's schedule should include a combination of self-monitoring and teacher monitoring of behavior.
G. Positive feedback should be provided.

So now I know what to do and what not to do, but how do I do it?

1. Take each student's IEP. Put one goal of the IEP on a card which also includes the student's name, current level of function on the goal, and related short-term objectives.
2. Group the students by sorting the cards and functioning levels. (Also, check out the following section on groups for some helpful hints.)
3. Choose a schedule format (sample formats are included for you). In the left-hand column, write the time periods to be planned into the schedules.
4. List the givens (lunch, recess, PE, art, music, media center, homeroom, speech, and other services). Remember to allow for transitions when writing your schedule.
5. Place your cards on the schedule, adjusting activities until there are no conflicts with other scheduled activities.
6. Review and discuss the proposed schedule with others serving the student, i.e. regular teachers, principal, parents, and related services.
7. Remember to adjust the schedule -- adaptation and flexibility are the key to a successful schedule.

Resource Room Schedules

Resource room schedules must reflect the needs of the regular educator as well as the needs of students with emotional handicaps. Conner and Muldoon (1967) maintain that the goal of the resource room is to give the student assistance in learning within the structure of the regular classroom and to enable the student to profit from that structure. In order to serve this purpose, the resource room teacher must provide for times in the instructional schedule to perform many varied tasks.

1. Time for resource students to work on affective IEP goals must always be provided.

Adamson (1983) describes two types of activities for which the resource room teacher must plan: direct and indirect services. Direct services, or services provided to the students themselves, include:

1. teaching school survival strategies
2. developing behavior and performance contracts
3. monitoring progress and providing feedback
4. roleplaying with students
5. teaching problem solving
6. consequence for misbehavior
7. monitoring or preassessing assignments from the regular education program
8. providing rewards and incentives
9. developing and implementing progress reports
10. teaching time management skills
11. crisis intervetion
12. behavioral training with students
13. negotiation training with students
14. using precision teaching techniques
15. developing and implementing compensatory activities

Indirect services, or services provided to support the student, include:

1. modifying and substituting assignments
2. modifying grading
3. providing teachers with low level materials
4. performing task analysis
5. sharing ideas
6. developing plans
7. brainstorming with other staff members
8. problem solving with other staff members
9. cofacilitating group meetings with regular educators
10. observing and giving feedback to regular educators
11. developing learning centers and models
12. developing and implementing buddy systems
13. developing and implementing peer tutoring
14. providing awareness training of nonhandicapped peers
15. crisis intervention

Because of these many duties, resource room teachers must include planning, communication, and regular education support time in their schedules.

Sample Schedules

The Premack Schedule. The Premack principle states that behaviors which occur frequently can be used as reinforcers for less frequently occurring behaviors. To apply this in a schedule, the teacher first marks each scheduled period of the day with a positive reinforcer for less positive activities. Days should begin and end with positive activities. (Handout #3)

IEP Organizer Format. Manley and Levy (1981) designed a schedule format called the IEP organizer. This format eliminated the need for daily lesson plans. The organizer is a chart on the wall of the classroom which contains a time schedule, a brief description of each period, and two pockets for each period (see Handout #4). The two pockets are labeled INDIVIDUAL OBJECTIVES and ACTIVITIES. In the first pockets, put cards on which the child's IEP objectives are listed in the area described. The second pocket contains a list of group and/or individual activities and materials which apply to each of the children's objectives.

As the day progresses, the cards in the pockets are removed and remarked to review the student's objectives and activities. When a student achieves an objective, the special educator writes the date on which the objective was completed on the card and places it in the student's file. The student's next short-term objective is then inserted in the appropriate pocket.

Other sample schedules are presented in Handouts #5 and #6.

More Advice

1. Give the kids a copy. Assignment sheets should be individually designed. They may not work for all classrooms, but they do provide for structure for some students. Assignments must be clear -- students need to know what to do, where to get materials, and what is expected of them.

2. The less movement the better. Plan for the least amount of disruptions.

3. Arrival of the bus, lunch, and recess are difficult times for students with emotional handicaps. Use your schedule to avoid the behavior problems which usually occur at these times. Structured, quiet activities are recommended. Children need to know what is expected of them after each of these activities. Some suggestions are:

   a. Have something on the students' desks when they arrive. Reinforce coming in and beginning to work.
   b. Quiet times (such as story time or sharing) after lunch and recess are good ideas for primary and intermediate students.
   c. Individual, self-directed assignments are good to ease transition activities. The students know what they are supposed to do and you have time to get your act together.

4. Last but not least, if a mainstreamed student is experiencing behavioral or academic difficulties within the regular classroom, a case conference should be called to determine if goals and objectives need to be changed and what changes need to be made in the child's schedule. Teachers need to create their schedules to allow for flexibility.

   A self-appraisal form for schedules is shown in Handout #7.

2. The teacher will be able to implement IEP's

2c. The teacher will be able to address students' learning styles through instruction.

A. Basic elements to consider in assessing the learning style of students with emotional handicaps:

a. noise preference, illumination preferences, temperature preferences, casualness/structure preferences.
b. level of motivation, level of persistance, amount of supervision required.
c. ability to learn from peer, ability to learn alone, ability to learn from adult.
d. most effective input channel (tactual, kinesthetic, visual, auditory), functioning at different time periods of the day, need to change positions or move around.

B. Students with emotional handicaps frequently have difficulty tapping information sources in developing instructional programs.

a. observe student responses, perferences, movements
b. give students options when possible - let them experiment
c. ask students what they like to do, how they like to do it, where they like to do it, and why they like to do it.

C. Because of innappropriate behaviors, the learning styles take on particular emphasis and poses unique challenges. A teacher of students with emotional handicaps should be able to design learning activities for students appropriate to the four perceptual channel (visual, auditory, tactile, and kinesthetic) preferences.

CONSIDERATIONS

Auditory:

1) Determine which types and levels of noise distract or enhance the students performance.
2) Make provisions for students who will require head sets, radios, etc.

Visual

1) Determine whether visual materials distract or enhance student behavior.
2) Make provisions for students who will need study carrels or materials available on their desk one piece at a time.

Tactile

1) Determine whether "hands on" materials distract or enhance the students performance.

2) Make provisions for students who must touch it, try it, taste it.

Kinesthetic

1) Determine whether activities calling for the involvement of the students entire body distracts or enhances the students performance.

2) Make provisions for students who will need to move, list, feel, smell, trace, match, arrange and rearrange it.

LEARNING ACTIVITY "A"

I'VE GOT L-STYLE

Answer the following questions about yourself with either the word "can" or the word "can't."

Sound 1) I ______ study with people talking.
I ______ block out noise.

Temperature 2) I ______ study when it's hot.
I ______ study when it's cold.

Light 3) I ______ study in dim light.
I ______ study in bright light.

Posture 4) I ______ study on the couch.
I ______ study on a hard chair.

Motivitation 5) I ______ remember getting excited about good grades.
I ______ remember getting upset by a bad grade.

Persistance 6) I ______ remember to finish projects on my own.
I ______ start a new project until I finish the last.

Responsibility 7) I ______ remember the last time I forgot to do something I said I'd do.
I ______ remember people having to remind me about a promise I'd made.

Structure 8) I ______ get myself to read directions first.
I ______ get a project started until I've been through the directions start to finish.

Proximity 9) I ______ study alone.
I ______ study in a group.

Perceptual 10) I ______ learn something new by reading about Channels it.
I ______ learn something new by listening to a record or tape.
I ______ learn something new by hearing someone describe it and show pictures.
I ______ learn something new by playing a game.
I ______ remember if I just see it.
I ______ remember if I just hear it.
I ______ remember unless I write it down.
I ______ remember unless I touch, build, trace, or chew it.

Intake 11) I ______ eat or drink while I study.
I ______ eat or drink when I'm nervous.

Time 12) I ______ study in the morning.
I ______ study at night.
I ______ stand the class I teach right before lunch.

Mobility 13) I ______ sit in one place for a long time.
I ______ enjoy doing things over and over again if I already know how to do them.

LEARNING ACTIVITY "B"

Interview A Student Form

A Take Back and Try Activity

If you're curious about "Penelope's" L-Style take the direct approach:

______ ask her and record her answers for her, or

______ ask her and have her mark her answers, or

______ have her read the questions and tell you her answers, or

______ have her listen to the questions on a tape recorder and type her answers on a typewriter, or

______ have a friend ask her the questions and report back her answers, or

______ however you think would be the most direct approach - but do please ask her!

Questions you could ask might include - but not be limited to - the following:

1) I like to __________ and I learned to do it by ______________________

____.

2) If I really have to remember something new for a test, here's how I

do it____

____.

3) When I can pick fun things to do I pick:

Machines______________________________

Magazines______________________________

Movies______________________________

Models______________________________

Games______________________________

4) If I could pick when we came to school I would pick:

Morning______________________________

Noon______________________________

Night______________________________

5) My favorite place in the house to do my homework is ________________

____.

6) I like to get my work all done and then take a break.

Yes__________

No___________

7) I can read in the dark.

Yes___________

No___________

8) I prefer to be _______hot _________cold ________neither.

9) The person who cares most about my grades is ________________________.

10) I love_____ hate______ to do my homework to music.

11) If I could pick someplace in the room for my desk it would be __________

____.

12) I like to eat while I read. ______ True

______ False

13) If I could pick someone to study with it would be:

__________ mom or dad

__________ my teacher

__________ my friend

2d) The teacher will be able to select and adapt materials to meet individual needs.

1. Pretest questions

(T) 1) The uniqueness of each student who is emotionally handicapped precludes the selection of predetermined commercial materials which will satitsfy the needs of the class.

(F) 2) Since the goal for students with emotional handicaps is to return to regular classes, they must be instructed from grade appropriate, adopted texts.

(T) 3) Selecting materials begins with reviewing the IEP goals and objectives for the student.

2. Selecting materials

A. Selection of material for use with a student who has an emotional handicap should take into consideration the IEP goals and objectives, the student's age, the students' learning style, and the students' level of performance.

3. Adapting materials

A. Even with the best material selection techniques, many materials will require some adaptation because of the student with emotional handicaps present level of performance, unique behavioral needs, and learning style.

B. The rule of thumb for adapting materials is:

1) Take the easy route first and try little alterations:
   a. the amount of material present at one time
   b. the complexity of the language involved to explain the materials used
   c. the sequence in which the skills are presented in the materials
   d. the mode of presentation of the material
   e. the response mode called for by the material

2) If at first you don't succeed give up and hop into bigger alterations:
   a. by clarifying the written directions presented with the material
   b. making language master cards to supplement or change the format of the material
   c. tearing the material apart and putting it back together in the format, size, shape, color, taste, the student needs
   d. highlighting the material
   e. adding additional illustrations
   f. adding teacher designed elements to the material when it's tough so there is an opportunity to earn an extra or easy point

LEARNING ACTIVITY "A"

Material Selection Check Sheet
or
Questions to Ask When Looking at Materials
or
Inquiring Minds Want to Know

	Yes	No
1. Is it affordable?	________	________
2. Is it storable?	________	________
3. What does it do:		
Instruct?	________	________
Enrich?	________	________
Motivate?	________	________
Review?	________	________
4. Does it encourage transfer of skills to the student"s everyday environment?	________	________
5. Is it age appropriate?	________	________
6. Does it provide for practice and repetition if the student needs them?	________	________
7. Is the required response format understandable and consistant with the students' learning style?	________	________
8. Is teacher assistance required for use and does the student need a lot of teacher assistance?	________	________
9. Does the student require durable materials?	________	________
10. Does the budget demand reusable materials?	________	________
11. Are there emotionally laden aspects to the material which would make it inappropriate?	________	________
12. Can the material be examined for a trial period before it is purchased?	________	________

13. Are the methods and techniques used in the material inconsistant with the students' age and abilities? __________ __________

14. Does the response required hold potential for disturbing other students in the class? __________ __________

15. Is an adequate variety of responses used to facilitate generalization? __________ __________

16. Does the material provide for fading to more natural responses? __________ __________

REFERENCE LIST
Module 2
Objectives 1a, 1b, and 1c

Arena, J. (1978). *How to Write An IEP*. California: Academic Therapy Publications, p. 23-26.

Chalfont, J.C. & Pysh, M.V. (1978). *Developing An Individualized Education Program In Accordance With P.L. 94-142*. New York: Pathescope Educational Media, Inc., p. 13-14.

Dunn, K., & Dunn, R. (1975), *Educator's Self-Teaching Guide to Individualizing Instructional Programs*, New York: Parker Publishing Company, Inc., pg 75-86.

Epanchin, B.C. & Paul, J.L. (1982). *Casebook for Educating the Emotionally Disturbed*. Ohio: Charles E. Merrill Publishing Co., p. 137-156.

Fiscus, E.D. & Mandell, C.J. (1983). *Developing Individualized Education Programs*. Minnesota: West Publishing Co., op. 180-189.

Gallagher, P.A. (1979), *Teaching Students With Behavior Disorders: Techniques for Classroom Instruction*, Colorado: Love Publishing Company, p. 105-139.

PROJECT STRETCH (1977) *Learning Styles*, Illinois; Hubbard Publishing Co.

Pretest/Posttest

True/False

T 1. All emotionally handicapped students are deficit in some area of social skills.

F 2. There is no need to teach to affective goals since the student is in the room for the emotionally handicapped.

F 3. A child cannot be both aggressive and withdrawn.

T 4. The more similar the social skills setting to real life situations, the more likely the student is to transfer.

F 5. A good way to group student is to group according to classes.

T 6. New or difficult material should be introduced to students through the specific modality which is their dominant channel.

F 7. Since the goal for students with emotional handicaps is to return to the regular classroom, a teacher must teach from regular, age appropriate, adopted textbooks.

T 8. Traditionally, teachers have geared instruction to the visual channel.

T 9. A student's preferred learning style should be addresed in the development of the IEP.

F 10. It is not possible to adapt group instructional methods to individual learning styles.

T 11. An effective schedule may aid the teacher in teaching from goals and objectives on IEPs.

F 12. A resource student that is in your classroom for one period cannot possibly be taught effectively.

F 13. A 14 year old on a 2nd grade reading level should be given a 2nd grade reader.

F 14. Stickers are appropriate reinforcers for all ages.

T 15. Selecting materials begins with reviewing the IEP goals and objectives for the student.

F 16. Learning Style means preferred sensory channel.

Handout #1

Learning Skills Checklist

Please rate this student on these skills. Use the following code:

1	Student very rarely uses the skill
2	Student seldom uses the skill
3	Student sometimes uses the skill
4	Student often uses the skill
5	Student almost always uses the skill

VERBAL SKILLS

Listening	5 4 3 2 1
Initiating a conversation	5 4 3 2 1
Continuing a conversation	5 4 3 2 1
Requests information	5 4 3 2 1
Uses verbal courtesies	5 4 3 2 1
Makes positive statements to others	5 4 3 2 1
Contributes to group discussions	5 4 3 2 1
Gives instructions to others	5 4 3 2 1
Follows instructions	5 4 3 2 1
Apologizes sincerely	5 4 3 2 1
Expresses feelings	5 4 3 2 1
Empathic	5 4 3 2 1

ASSERTIVENESS SKILLS

Deals with other's anger	5 4 3 2 1
Deals with fears	5 4 3 2 1
Requests permission	5 4 3 2 1
Assists others	5 4 3 2 1
Negotiates	5 4 3 2 1

DEALING WITH OTHERS

Responds to teasing	5 4 3 2 1
Avoids situations which may be troublesome	5 4 3 2 1
Handles difficult situations without aggression	5 4 3 2 1
Voices complaints appropriately	5 4 3 2 1
Answers complaints	5 4 3 2 1
Good sportsmanship	5 4 3 2 1
Handles embarrassment	5 4 3 2 1
Deals with being excluded	5 4 3 2 1
Supports friends	5 4 3 2 1
Responds to failure	5 4 3 2 1
Handles contradictions	5 4 3 2 1
Deals with peer pressure	5 4 3 2 1

PERSONAL GOAL DIRECTION

Decides on activities	5 4 3 2 1
Sets personal goals	5 4 3 2 1
Recognizes strengths and weaknesses	5 4 3 2 1
Gathers information for decisions	5 4 3 2 1
Sets priorities	5 4 3 2 1
Takes tasks to completion	5 4 3 2 1
Makes decisions	5 4 3 2 1

Handout #2

Social Skills Homework

Name_______________________________________

What did we discuss during class?

1. What skill should be used?
2. How do I use this skill?
3. Where can I use this skill?
4. Are there people with whom I could try this skill?
5. When would be a good time to try this skill?

After you have completed your social skill homework,

1. What happened?
2. How did I use the skill?
3. How well did I do?

   Excellent   Good   O.K.   Need more work

4. What should I try next?

Handout #3

PARTIAL SCHEDULE DEMONSTRATING THE USE OF "GRANDMA'S LAW"

9:00 + Selection of free time activity while waiting for other students to arrive

9:10 - Students return to seats; quiet activities during attendance, lunch count, "housekeeping activities"

9:15 + Sharing time

9:35 - First reading group, independent seatwork

9:55 - Drinks, transition activity to next group

10:00 - Second reading group, independent seatwork

10:20 + Recess

Handout #4

SAMPLE IEP ORGANIZER

		Individual Objectives	Activities
9:00	Opening activities	☐	☐
9:30	Reading Groups	☐	☐
10:00	Recess	☐	☐
10:15	Reading Groups	☐	☐
10:45	Group Meeting	☐	☐
11:05	Language development	☐	☐
11:35	Lunch	☐	☐
12:05	Outdoor play	☐	☐
12:20	Activities of daily living	☐	☐
12:50	Social Skills	☐	☐
1:20	Math groups	☐	☐
1:50	Social Skills	☐	☐
2:20	Language Arts	☐	☐
2:50	Units	☐	☐
3:00	Group Activity	☐	☐

(Shea & Bauer, 1986)

Handout #5

SECONDARY CLASS SCHEDULE

First Hour: 7:15 - 7:50 - Reading
Second Hour: 7:55 - 8:35 - Language Arts
Third Hour: 8:40 - 9:20 - Social Studies / Social Skills
Fourth Hour: 9:25 - 10:25 - Math
Fifth Hour: 10:30 - 11:25 - Science
11:25 -11:55 - Lunch
12:00 -12:20 - Rest Room
Sixth Hour: 12:25 - 1:25 - Health
Seventh Hour: 1:30 - 2:30 - Social Skills

Handout #6

SAMPLE SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Restroom, attendance, etc.	--	--	--	--
8:15-9:00	Spelling/ Handwriting	--	--	--	--
9:00-10:00	Reading	--	--	--	--
10:00-10:30	Morning Math	--	--	--	--
10:30-11:00	Language	--	--	--	Compositions
11:00-11:10	Restroom	--	--	--	--
11:10-11:45	Lunch/Recess	--	--	--	11:10-12:00 Recess Free
11:50-12:15	Exercise/ Social Skill	12:05 - Exercise/ Social Skills	--	--	12:00-12:30 Story Time/ Library
12:05-1:00	Math	12:20-1:00 Math	--	--	12:30-1:00 Math
1:05-1:30	Social Skills			--	1:00-2:00 Special Activity
1:30-2:00	Teacher Choice	1:30-2:00 Gym	Art	Gym	Special Activity
2:00-2:15	Check out story; prepare to leave	--	--	--	--

NOTE: -- means to repeat activity done the day before for this period of time.

Handout #7

Self-Rating Scale for Instructional Organization

Rate your performance on each of the competencies below using the following scale:

(1) Not at all like me
(2) Somewhat like me
(3) Moderately like me
(4) A great deal like me
(5) Very much like me

Competencies	Performance Evaluation
ALLOCATED TIME	
Schedule students into direct instruction and interact with 70% or more of the students each hour	1 2 3 4 5
Spend 80% or more of class time in instructional activities	1 2 3 4 5
Minimize transition time with less than three minutes between change of students and activities, 30 seconds between change of activities only.	1 2 3 4 5
Signal beginning and end of activities	1 2 3 4 5
Gain students' attention before beginning a lesson and maintain at 90% level	1 2 3 4 5
Prepare students for transitions by stating behavioral expectations and "warnings"	1 2 3 4 5
ENGAGED TIME	
Maintain attention on seatwork to 80% level	1 2 3 4 5
Monitor students' seatwork by scanning	1 2 3 4 5
Circulate among students doing seatwork	1 2 3 4 5
Maintain seatwork accuracy at 90% level	1 2 3 4 5
Communicate importance and reason for seatwork	1 2 3 4 5
Relate seatwork to academic goals	1 2 3 4 5
Set and enforce standards for seatwork	1 2 3 4 5
Use tutoring and other supports to increase active responding during seatwork	1 2 3 4 5
Establish work rules	1 2 3 4 5
Review seatwork	1 2 3 4 5

(continued on next page)

Require that students correct work and make up missed or incomplete work	1 2 3 4 5
Give informative feedback	1 2 3 4 5

(Adapted from Englert, 1984; Shea & Bauer, 1986)

3a. The teacher will be able to monitor and evaluate IEP objectives.

Effectively monitoring and evaluating the IEP involves developing realistic timelines and appropriate evaluation criteria. Implementing a monitoring and evaluation system provides teachers with necessary data that can be used at Case Conferences or at Annual Case Reviews. (Fiscus & Mandell)

A. Two functions of realistic timelines.

    1. Provides target dates for attaining goals and objectives.
    2. Provides terminating dates for special education programs and related services.

B. Establishing Effective Evaluation Criteria.

    1. Criteria are established to ensure that the child is evaluated objectively.

        a. Nature of criteria depend on type of instructional goals and objectives being written.

        b. Well written short-term objectives have precisely defined criteria.

            1. Given an 8 ounce assortment of nuts and bolts, the student will sort them as to size and shape within a 5 minute period without assistance.
            2. After coming in from recess, the student will go quietly to his seat, 3 out of 4 times.

        c. Individual's handicap should always be considered in developing timelines.

            1. Evaluator should use method that would allow student to achieve to maximum potential. You would not test a deaf student with oral tests.

                a. Tests should be of limited duration because handicapped students have great difficulty performing tasks to maximum potential over a long period of time.

                b. No single evaluation technique is appropriate for all students.

        d. Teacher-made materials are commonly utilized in assessing goals and objectives.

            1. Does not need to be time consuming.

                a. Pages of day-to-day instruction.
                b. End of unit tests.

c. Observation

   1. Used for academic, physical, social, and emotional skills.
   2. Items to be observed, IEP objectives, may be put on daily checklists. I will raise my hand before speaking out.

d. The collection of daily logs and checklists may be used to evaluate goals and objectives.

   1. If an objective states that a student will raise his hand before speaking out, and is put on the daily checklist, the teacher will be able to review collected data and determine if the student has mastered the objective.

e. Ongoing evaluation data will allow teacher to determine if objectives are being mastered.

   1. May dictate change in IEP goals and objectives before the Annual Case Review.
   2. Do objectives need to be broken down into smaller steps using task analysis?
   3. Is criteria too high?

This module assumes that teachers are concerned with practical, objective ways of evaluating social and emotional objectices on the IEP. Incorporating objectives into the student's daily schedule and checklist and keeping data on achievement will greatly aid the teacher in evaluating IEP objectives.

Handouts #1-4

Quickie Idea for Evaluation of Goals and Objectives

A folder is kept for each student close to the teacher. As the teacher records grades, he or she takes out any papers or chapter tests that may help in evaluating goals and objectives. Frequently, the first pages that are not well done are saved in addition to those that show that the child has mastered the particular objective. Because social and emotional behaviors are documented, it may be beneficial to save papers that might reflect a student's feelings. These would be pages that are scribbled until they are entirely black, negative or vulgar statements or drawings, etc. These may be helpful in psychological evaluations. This material is for evaluation purposes only. Material, especially social and emotional, should not move with the student.

Daily behavioral logs should always be kept and filed in anticipation of a future case conference or annual case review.

3. The teacher will be able to evaluate students progress on IEP goals and objectives.

   3b. The teacher will be able to involve significant others as informants for the evaluation of IEP objectives.

A. Using the IEP

Each child's IEP should be the foundation for all his/her programming. IEPs are the basis for scheduling and grouping. The IEP tracking system may keep instruction on target. A sample tracking system is presented in Handout #5.

Objectives may also be tracked in a similar manner. A sample instructional strategy and objective tracking system is presented in Handout #6.

Parents should be involved in writing and implementing IEPs. Students should also be involved. Students may have insights into their personal behaviors and appropriate goals and objectives.

B. Documenting Growth

Documenting growth with students with emotional handicaps is difficult. Parents, the regular educators, and the students themselves need to be involved in reviewing their progress.

The usual manner of reporting progress to parents is through the annual IEP review conference. Parent-teacher conferences are not the only means of communicating progress. You may want to consider developing a "report card" appropriate for your room or program. A comment sheet, in addition to regular report card systems, may be necessary. Daily and weekly written feedback or phone calls, checksheets, notebooks, or award systems may be helpful for parents.

The student's regular education teachers should be involved in documenting growth and reporting progress. Positive and open communication is the key in this area. Regular education and special education teachers need to work together to develop the documentation system used. The special educator must make sure that the regular class teacher understands the student's objectives in the regular classroom. Who is going to evaluate the student in what areas must be clearly defined. A mainstreaming checklist may assist daily communication between special and regular educators (see Handout #6).

The student may also be involved in documenting progress. Self-monitoring may assist the student to become more aware of his or her behavior. In developing a self-monitoring system, the following steps may be followed:

a. determine the target behavior,
b. design and copy an appropriate recording sheet,
c. make sheets available to the student,
d. explain to the student how to record the behavior, and
e. provide feedback and reliability checks.

A self-monitoring system is presented in Handout #7.

C. Data Collection

The purpose of the data collection process is to provide the teacher(s) of emotionally handicapped student(s) immediate information on the student's performance. Additionally, data provides:

- students with positive reinforcement about growth,
- parents with concrete information regarding progress,
- teachers with systematic means of accountability,
- means for developing an objective picture of the student's academic and behavioral progress, and
- a formal system which allows the significant others in a student's life to work together in the evaluation and modification of IEP objectives and special education placement and services decisions.

D. Options for Data Collection

The most frequently used option for data collection is the pretest/posttest method. In this method, behavior rating scales, self-rating scales, sociometric instruments, standardized assessments, and teacher-made academic or behavior checklists are used before instruction (pretest) and then after instruction or following a fixed period of time (posttest). Be careful when administering posttests; after interacting with the student and providing instruction, it is sometimes difficult to remain objective.

More formal and frequent data collection systems may also be used in the classroom for students with emotional handicaps. These options include:

a. event recording, in which the frequency or number of times the behavior or skill occurs is recorded (see Handout #9 and #10).
b. duration recording, in which the amount of time during which the behavior or skill occurs is recorded (see Handout #11).
c. level of assistance recording, in which the amount of support the student needs to successfully exhibit the skill is recorded (see Handout #12).

Individual student logs and anecdotal records are also very useful in recording student growth.

Continuous monitoring of the student's IEP goals and objectives, through agreed upon data collection procedures, is especially important when working with students who may not exhibit easily recognizable behavioral gains. In such situations, the data collected becomes:

- functional in assessing the need to make changes in the instructional strategy.
- reinforcing to the staff involved who must keep working on the IEP goals and objectives despite slow progress.

While the teacher's first reaction to the concept of data collection may be to view it as time consuming and difficult, that reaction changes with the experience of having available concrete information on students that allow teachers to respond to the daily demands of implementing and evaluating student's IEPs.

The evaluation of IEP objectives is not possible without involvement from the student's parents, regular education teachers, principal, guidance counselor, bus driver, and social worker. With involvement and data from a range of these sources the teacher/case conference committee is in a position to evaluate and make changes utilizing a variety of options which might include:

- selecting a different instructional level,
- changing materials or making modifications to the present materials,
- changing reinforcers, cues, or prompts,
- determining that it's time to introduce a new skill, and
- abandoning an objective or replacing it with one which is more relevant.

Pretest/Posttest

F 1. Given a classroom situation, the student will remain in seat 90% of the time, is a good objective for all students that may need this objective.

T 2. Goals and objectives may need to be changed during the school year.

T 3. Nature of criteria depends on the type of instructional goals.

F 4. Tests should always be of long duration to allow for students to perform to maximum potential.

T 5. Teacher-made materials are used more often in evaluating IEP objectives.

F 6. The teacher of students with emotional handicaps is responsible for evaluating present IEP objectives and making the necessary revisions to those objectives for the annual case review meeting.

T 7. It is possible to involve students with emotional handicaps in the monitoring of their progress on IEP objectives.

T 8. Teachers frequently are concerned that data collection may be too time consuming or difficult.

T 9. The evaluation of IEP objectives requires involvement from all those who interact and work with students with emotional handicaps.

3c. The teacher will summarize instructional data to evaluate IEP objectives.

Instructional data may be received from many school personnel. Teachers are often confronted with unclear and biased data. Teachers of students with emotional handicaps need to consider possible biases when summarizing data when evaluating IEP objectives.

Data used for evaluating goals and objectives should be precise and objective.

Handout #1

BEHAVIOR CHECKLIST

NAME: ______________________________ DATE: ________________

		8:30- 9:15	9:15-10:00	10:00-10:45	10:45-11:30	11:30-12:15	12:15- 1:00	1:00- 1:45	1:45- 2:30	2:30- 3:15	TOTAL	
CLASS RULES	1. Do your work.											
	2. Keep hands, feet, and objects to yourself.											
	3. Stay in assigned area.											
	4. Speak appropriately with permission.											
	5. Take care of equipment.											
INDIVIDUAL GOALS	6. _____ will comply with adult requests the first time.											
	7. _____ will make positive statements about others.											
	8. _____ will maintain eye contact when speaking or being spoken to.											
	9. _____ will use appropriate language to express anger or frustration.											
	10. _____ will respond to teasing or name calling by ignoring, changing the subject, or some other constructive means.											
	TOTAL											+ Bus Points

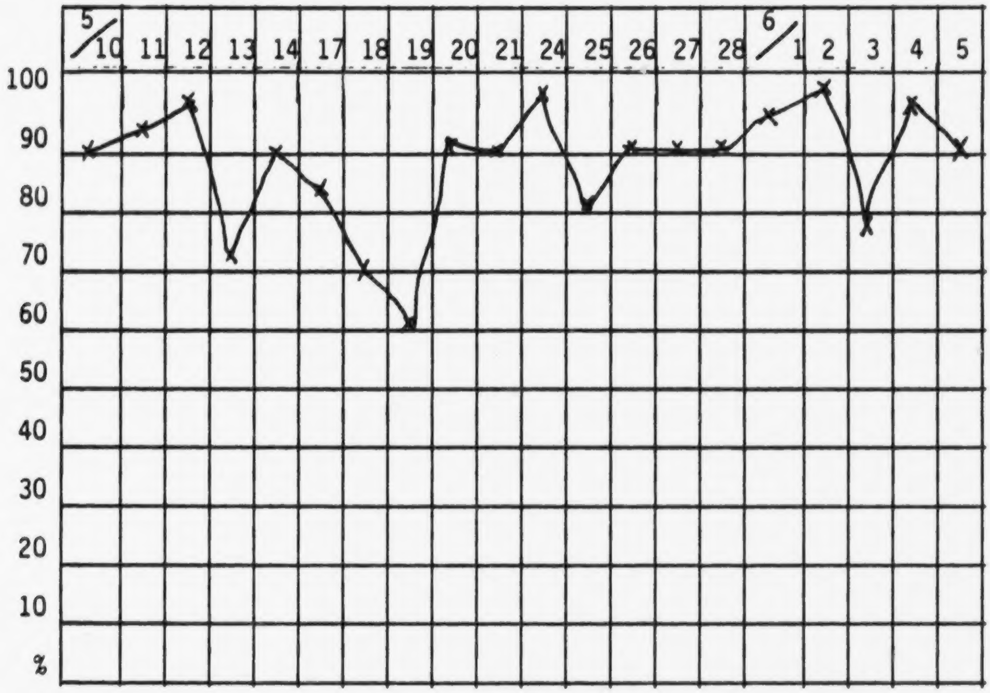
TOTAL

Handout #2

This chart serves as a record of students' daily percentages based on their individual behavioral goals. It is posted on the wall next to each student's desk. A percentage above 90% is considered successful. Time-out placements are recorded on this sheet. Ground level placement (as a result of serious misconduct: physical abuse, running away, use of weapons, use of drugs, excessive swearing, destruction of property, etc.) is also recorded. Students can independently monitor their progress by viewing this chart. The teacher must allow sufficient time at the end of each day to chart student percentages.

Figure 6

NAME ______________________________ DATE: ______________



* Success Day GL - Ground Level 0 - Time-Out

*	*	*		*				*	*	*		*	*	*	*	*		*	*
			O			O	GL	GL	GL										

Handout #3

BEHAVIORAL LOGS (Keeping Track)

In order to measure progress, it is important to have anecdotal records of students' behavior. Checklists can provide partial information (time students didn't earn points), but they do not allow for detailed accounts of either positive or negative behaviors. Classroom environments should be recorded along with the specific behavior and the consequences that follow that behavior. This information can be used to avoid problems in the future. Behavior logs are also beneficial for writing progress reports, for providing information at parent conferences, and for reviewing the child's behaviors with him/her at the end of the day.

BEHAVIOR LOG

Date/Time	ANTECEDENT	BEHAVIOR	CONSEQUENCE

Students with [illegible] while on the bus. [illegible] on the IEP. Behavior [illegible] necessary.

NAME: ____________________

RULES	[illegible]	THURS. A.M.	FRI.-A.M.
1. Stay in seat at all times.			
2. Speak quietly.			
3. Keep hands, feet, objects to yourself.			
4. Use appropriate language.			
5. Follow directions given by bus driver.			
TOTAL:			
	[illegible]	P.M.	FRI.-P.M.
1. Stay in seat at all times.			
2. Speak quietly.			
3. Keep hands, feet, objects to yourself.			
4. Use appropriate language.			
5. Follow directions given by bus driver.			
TOTAL:			
DAY'S TOTAL:			

WEEK'S TOTAL ______

BEST COPY AVAILABLE

Handout #5

IEP TRACKING SHEET

Student: ______________________ Date: ____________

OBJECTIVE *	DATE IMPLEMENTED	DATE COMPLETED	DATA COLLECTION	COMMENTS
Keeps hands to self during morning group--less than 2 aggressions per group period.	9-30-85		Frequency counts taken daily.	
Remains in seat throughout snack time -- leaves seat no more than one time.	10-12-85		Frequency counts taken daily.	
Completes tasks with no more than 2 reminders to "keep working".	10-15-85	10-31-85	Frequency counts taken daily.	Tasks are no more than 5-7 minutes long.
Work consistently on a task for ten minutes with no cues.	11-1-85			

* To be copied from the student's Individualized Educational Plan.

(Shea & Bauer, 1986)

Handout #6

INSTRUCTIONAL STRATEGIES SHEET

STUDENT: ______________________________ DATE: ______________

GOAL: ____

INSTRUCTIONAL STRATEGIES: ___________________________________

CONSEQUENCES:

REINFORCERS:

DATA COLLECTION:

(Shea & Bauer, 1986)

Handout #7

Mainstreaming Checklist

Regular Education Teacher________________________________ Date__________

Student____

Special Education Teacher____

****

	Yes	No	Sometimes
1. Exhibits acting out behaviors.			
2. Participates in class discussions.			
3. Regularly turns in assignments.			
4. Accepted by peers.			

Comments:

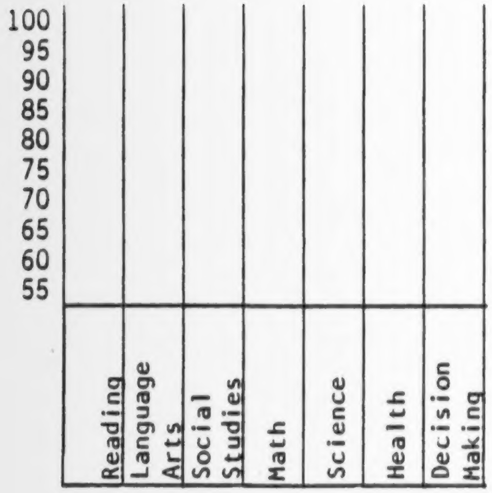
Need a conference with the special education teacher? Yes______ No______

Suggested time? __________

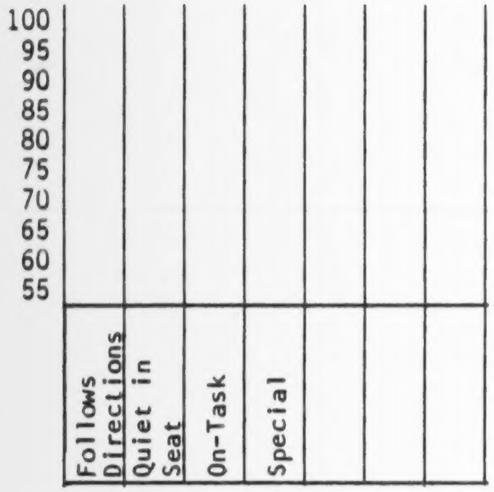
Handout #8

WEEKLY LEVEL GRAPH (SELF-RECORDED)

ACADEMICS



BEHAVIORS



Handout #9

FREQUENCY BEHAVIOR CHART

25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
24	24	24	24	24	24	24	24	24	24	24	24	24	24	24
23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
22	22	22	22	22	22	22	22	22	22	22	22	22	22	22
21	21	21	21	21	21	21	21	21	21	21	21	21	21	21
20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dates>>

Directions:

Indicate behavior counted ______________________________

Enter date or time period ______________________________

Cross out one number each time the behavior occurs on each date

(Shea & Bauer, 1986)

Handout #10

BEHAVIOR CHECKSHEET

LEVELS 1 & 2

STANDARD BEHAVIORS	1st	2nd	3rd	4th	Lunch	5th	6th	7th
Following Directions								
Quiet in Study Area								
On Task								
Specials								
Stamp Sheet 5 (points)	10				25			

Handout #11

BEHAVIOR CHECKSHEET

LEVEL 3

CLASSROOM BEHAVIORS:	1st	2nd	3rd	4th	5th	6th	7th
On Time	Y N						
Good Model	Y N						
Speaks Kindly	Y N						
On Task	Y N						
Follows Directions	Y N						
Completes Assignments	Y N						
Ignore Inappropriate Behavior	Y N						
Specials:	Y N						

LUNCHROOM BEHAVIORS		MAINSTREAM BEHAVIORS	
Follows Directions	Y N	On Time	%s
Folows Lunchroom Rules	Y N	Brings Materials:	
Cooperates with others	Y N	Follows Directions:	
On time returning to class	Y N	Assignments on Time:	

Handout #12

DURATION BEHAVIOR CHART

NUMBER OF MINUTES

20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
19	19	19	19	19	19	19	19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18	18	18	18	18	18	18	18
17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Dates >>

Directions:

Indicate behavior counted ______________________________

Enter date or time period ______________________________

Circle the length of time the behavior occurred during that period

Connect circles to form graph

(Shea & Bauer, 1986)

Handout #13

LEVEL OF ASSISTANCE RECORDING

Student's Name: ______________________________

School: ______________________________

Special Education Teacher: ______________________________

Regular Classroom Teacher: ______________________________

Dates

Objective

Level of Assistance

	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A
	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1
	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A
	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A	3 2 1 0 A

Rating Code:

3 - completes the objective independently and successfully
2 - requires one verbal reminder to successfully complete objective
1 - requires direct supervision and handshaping to complete objective successfully
0 - physical assistance required
A - unable to successfully complete objective, i.e., had to be removed, refusal, tantrum, etc.

MODULE 3: Behavior Management and Crisis Intervention

I. Introduction

A. Rationale

Because of the varied behaviors exhibited by students with emotional handicaps, behavior management is a primary concern for teachers. Learning in other areas cannot take place until these behaviors are replaced by appropriate behaviors. Teachers must feel secure and successful in their classrooms in order to develop feelings of security and success in their students with emotional handicaps.

B. Purpose

The purpose of this module is to help teachers develop, implement and evaluate a structured, organized and positive environment, conducive for teaching.

C. Scope

This module includes a general philosophy of the basic principles of behavior management. A consistent structured objective and ethical approach to managing student behavior is suggested. Both the techniques involved in behavior managment and crisis intervention are addressed.

This module will assist teachers in designing and implementing behavior management strategy based on individual needs. Evaluating and modifying existing behavior management programs to facilitate generalization and maintenance will be discussed.

Preventing and understanding crisis intervention to insure the physical safety of students and teachers is discussed.

The module does not address specific theories of behavior management. Aversive or punitive techniques are not discussed because they contradict the general philosophy of a positive behavior management system.

Although the techniques presented have proven to be effective, they are only effective if appropriately applied. The strategies represent a sampling. With experience, each teacher will develop the most appropriate techniques based on individual personalites.

D. Prerequisite skills

Goal 1 should be completed first to insure a consistent understanding of behavioral management terms and techniques. Terms used throughout this module will be defined in this section.

Teachers participating in this module should:

1) have a basic understanding of child development
2) be aware of general characteristics of children with emotional handicaps
3) be able to recognize personal and professional strengths and weaknesses.
4) exhibit a willingness to accept individual differences in students

WORKSHOP I

GOAL: The teacher will be able to apply the basic principle of behavior management.

1a. The teacher will be aware of the need for consistency, objectivity, and ethical application of behavior management techniques.

There are several basic principles techniques in behavior management. In this module, the four basic components of any behavior management program are discussed. Basic tecniques to be used in behavior management programs are introduced.

Administer pretest

1. DEFINITION: BEHAVIOR MANAGEMENT -- Process by which the teacher implements various techniques to encourage positive, appropriate classroom environment.

2. APPLICATION OF BASIC PRINCIPLES OF BEHAVIOR MANAGEMENT

1a. Four essential components of an effective Behavior Management Program: consistency, structure, objectivity, and ethics.

It is imperative that these four components are implemented in conjuction with each other to provide optimum success in the classroom.

A. CONSISTENCY - The ability to apply the same reinforcers each time a given behavior occurs.

1) EXAMPLE: Classroom rule states: Raise hand before speaking. Predetermined consequence: 5 minutes off next free time for noncompliance.

SITUATION A: Good day. Everyone cooperating in classroom. Joe speaks out without raising hand. Teacher feels good about efforts made by Joe up to this point. Based on these positive feelings, teachers does not administer consequence.

SITUATION B: Bad day. Everyone arguing with each other. Teacher has headache. Chaos presides. Joe speaks without raising hand. Teacher immediately administers consequence.

QUESTION: Where does the inconsistency appear? How will this effect classroom managment?

2) EXAMPLE: Class schedule calls for class meeting at end of everyday to evaluate student progress.

SITUATION A: All students have had successful day. Everyone has been pleasant and cooperative. One student suggests free time instead of class meeting as reward for appropriate behavior. Teacher agrees and free time takes the place of class meeting.

SITUATION B: All students have had a successful day. Everyone has been pleasant and cooperative. One student suggests free time instead of class meeting as reward for appropriate behavior. Teacher insists that the class stick to regular schedule.

QUESTION: Where does the inconsistency appear? How will this effect class management?

CONSISTENCY requires time, effort, and a great deal of patience. But being consistent has its rewards for the teacher and the students. It eliminates the guess work in decision making. Consistency provides a starting point for a secure and successful environment.

B. STRUCTURE - All of us feel more secure when we know exactly what is expected of us in a given situation. In the classroom, it is necessary for the teacher to provide a structured behavior management program which includes a highly organized, disciplined environment with predetermined expectations and consequences. Planning is an essential part of a structured environment.

EXAMPLE: A student is physically aggressive. The situation escalates to the point that student picks up chair throws it at someone.

SITUATION A: Teacher singlehandedly attempts to restrain student who has become violent. Teacher is not capable of doing this alone. Student proceeds to throw chair at another student and teacher is knocked down during the struggle.

SITUATION B: Based on a predetermined crisis intervention plan, teacher signals to aide to go for assistance. Teacher instructs other students to evacuate classroom. Support staff arrives. Student physically restrained in professional, nonviolent manner. Both students and staff have escaped injury.

QUESTION: Why is it essential to plan ahead and structure classroom procedures? How did the choice of procedures used in these situations effect the atmosphere in the classroom?

EXAMPLE: Class rules posted on wall. No student is allowed out of seat without permission.

SITUATION A: Joe breaks pencil and needs to sharpen it. He leaves seat without permission. Teacher tells student to go to hall and she will take care of the problem. After about 15 minutes teacher comes to Joe to inform him that he will receive a mark on his behavior chart. She finds that Joe is disrupting the class across the hall.

SITUATION B: Joe breaks pencil and needs to sharpen it. He leaves seat without permission. Teacher goes to Joe's desk and marks his behavior chart immediately after rule is broken. Joe goes back to desk and resumes work.

QUESTION: Why is it essential to plan ahead and structure classroom procedures? How did the choice of procedures used in these situations effect the atmosphere in the classroom.

STRUCTURE, like consistency is a necessary part of an effective behavior management program. A well organized, structured program enables the teacher to more objectively perceive self and others in the classroom.

C. OBJECTIVITY: The teacher's ability to perceive self and others in a fair and accurate manner.

EXAMPLE: Derek consistently misbehaves on the bus. He is often out of his seat, throwing things and causing general mischief. When leaving school, an obscene gesture is given to a teacher. The teacher reports the incident to the bus driver the next morning.

SITUATION A: The bus driver immediately begins to yell at Derek accusing him of the violation. He is written up with a bus warning and suspended for a day.

SITUATION B: The bus driver asks the teacher if he can identify the student who caused the problem. The teacher pointed to the window where the gesture occurred. It would have been impossible for Derek to have caused the problem because he sits behind the driver.

QUESTION: How has the assumption and lack of objectivity effected the student? Why is it important to stay objective?

EXAMPLE: There are many diversified personalities in a classroom. The management program is extremely structured and teacher is consistent in maintaining behavior managment. One child's behavior in class is unpredictable from day to day. Some days the child can be very cooperative and be maintained using the classrooom procedures. Other days the child's emotional temperment cannot be controlled under standard techniques.

SITUATION A: Teacher maintains class as stated. The student has not been cooperative and when corrected her behavior deteriorates. As the situation continues to deteriorate the teacher proceeds with the predetermined procedure. The student becomes even more explosive and has to be timed-out.

SITUATION B: The teachers maintains class as stated. The student has not been cooperative and when corrected her behavior deteriorates. The teacher perceiving this, adjusts her expectations of the student's behavior and diffuses an explosive situation.

QUESTION: How has the assumption and lack of objectivity effected the student? Why is it important to stay objective?

If a teacher can objectively look at herself and others, ethical applications can most likely occur.

D. ETHICAL APPLICATION: The act of preserving the dignity of individuals by implementing techniques that are fair and humane.

Teachers must keep in mind that all students, regardless of their behaviors are human beings who deserve to be treated with respect.

EXAMPLE: Classroom rule states: Restroom breaks taken during free time. Student asks to be excused to use restroom at a time not designated as break time. Request not allowed. Student wets pants.

SITUATION A: Teacher humiliates student in front of other students. Student begins to cry. Teacher responds negatively to student's reaction to criticism.

SITUATION B: Teacher quietly escorts student to restroom and assists with changing clothes. Teacher apologizes to student for refusing to be flexible.

QUESTION: Did teacher's actions preserve student's dignity? How did actions influence student's self-concept?

EXAMPLE: Classroom rules states: Stay in assigned area. A hyperactive student's parents send him to school without medicine. Student has difficulty staying seated at desk to complete assignments. He constantly fidgets, falls out of seat, frequently changes positions and locations.

SITUATION A: Teacher becomes annoyed when Johnny gets out of seat and knocks over chair. He has not earned point for staying in assigned area. Behavior continues. Teacher screams at student and says because he refuses to stay seated, he must stand at the desk for the remainder of the day. He is not allowed to sit down for any reason.

SITUATION B: Johnny gets up from seat and knocks over chair. Because teacher is aware of Johnny's hyperactivity, she allows breaks from his routine to enable him to move around. She asks him to accompany her on errands.

QUESTION: Did teacher's actions preserve the student's dignity? How did teacher's actions influence self-concept?

The following techniques that will be discussed are compatible with the standards of ethical applications.

1b. The teacher will be able to apply the following behavior management techniques.

a. Positive reinforcement
b. Reinforcement of incompatible alternatives
c. Cueing
d. Shaping
e. Extinction
f. Contingency contracting
g. Token economy
h. Time out
i. Imagery

165

j. Proximity control
k. Fading
l. Modeling

Distribute Handout #1

A. Positive Reinforcement -- a reward (verbal, social, token, etc.) given following a specific behavior to increase the chance of that behavior occurring again.

EXAMPLE: 1) Joe stayed in his seat for the predetermined time and was rewarded with free time.

EXAMPLE: 2) Sara completed all her math problems correctly and was told by teacher what a nice job she had done.

B. Contingency Contracting - a verbal or written agreement developed between teacher and student that states a desired goal (academic or behavioral), when that goal should be met, and the reinforcer that will be given to the student after reaching that goal.

EXAMPLE: 1) Bill and the teacher write a contract stating that Bill will use appropriate language in class for the entire day. Both sign and date the contract. If Bill does this he will receive a sticker to take home.

EXAMPLE: 2) Susie refuses to do any spelling. The teacher draws up contract with Susie stating that Susie will complete half her spelling work by 9:00 A.M. at which time she may run an errand for the teacher. A second contract was drawn for her to complete her assignment within 20 minutes after returning from her break. If she completes the assignment within the given time she will earn 10 minutes of free time.

C. Token economy - A system which involves token (chips, play money, etc.) earned by student for desired behavior which is "cashed in" for a predetermined reward.

EXAMPLE: 1) One chip is given for staying on task for 15 minutes. When five chips are earned, the student may buy ten minutes of free time.

EXAMPLE: 2) Classroom policy is that one quarter (play money) is given for each assignment completed. A small store is set up where the children can purchase various school supplies. The prices are determined by teacher. Like a store, the better the item, the more money needed.

D. Reinforcement of incompatible alternatives - By rewarding an appropriate behavior that not compatible with the inappropriate one.

EXAMPLE: 1) Arnie's personal hygiene skills are lax. When Arnie comes to school clean, the teacher responds positively to his cleanliness.

EXAMPLE: 2) Tommy has diffculty sharing his toys with others. When Tommy sits down to play, a little boy begins to play also. The teacher praises Tommy for playing and sharing so nicely with the other student.

E. Cueing - A signal given by the teacher to remind a student of a desired behavior before that behavior is perfomed incorrectly. The cure might be gestural, verbal, or physical.

EXAMPLE: 1) When is is time for math, the teacher reminds the student to get out their books and open them to page 42.

EXAMPLE: 2) A student is talking and the teacher put her finger to her mouth to remind the student he should be quiet.

F. Shaping - The process used to move a student through small steps (mastering one small step at a time) to reach a first goal.

EXAMPLE: 1) David's desk is always a mess. There are books, papers, and supplies everywhere. The teacher instructs David to first find a spot to keep his pencils. When David has mastered keeping his pencils in the same spot, she works on having him organize his books. A new skill is not taught until the skill introduced previously is mastered.

EXAMPLE: 2) Sherry has difficulty walking down the hall without running and bothering different classes. The teacher begins with having Sherry walk a short distance from one place to another. When this is mastered the distance is increased.

G. Extinction - In order to eliminate a behavior which was previously reinforced, teacher withdraws that reinforcement.

EXAMPLE: 2) Sissy's bus comes later than the students' in the class. When she arrives in class, she constantly disrupts the class; going around the room talking and bothering others. The teacher meets with the rest of the class and asks for their cooperation in ignoring Sissy's behavior. They receive praise for working quietly and staying on task.

Sissy no longer receives attention from the others. She wants the praise from the teacher and begins to come to class quietly.

H. Time Out - A student is temporarily removed from a reinforcing situtation immediately following the occurrence of an inappropriate behavior. There are various degrees of time out, ranging from activity time out to seclusion time out.

EXAMPLE: 1) The entire class is playing a game together. Martin refuses to play the game by the rules. He is annoying the other students. Martin is asked to go back to his seat for a period of 5 minutes. After his time is up, he must state the reason why he was sent to his seat, and what he intends to do when he returns to the group.

EXAMPLE: 1) Ralph has refused to stay in his seat during work time. He has been cued frequently by the teacher to sit down. He continues to refuse to comply. His behavior has escalated to the point that others cannot do their work. He turns over a chair and threatens to become physically aggressive. The teacher takes Ralph out of the classroom to a secluded space until he calms down. Before returning to the classroom Ralph must state the reason for being given a seclusion time out. come up with more appropriate ways he could have handled his anger/frustration, and make plans for what he will do when he returns to the classroom (pick up chairs, sit at desk, work on assignment).

I. Imagery - The process in which the teacher verbally describes a pleasant situation or event to help the student relax and reduce feelings of anxiety and stress.

EXAMPLE: 1) Porter is extremely angry about an event that occurred at home before he came to school. He is unable to get the problem out of his mind. The teacher describes to Porter feelings he had at recess yesterday when he was sitting quietly on the swings with his best friend.

EXAMPLE: 2) The class is on a field trip touring a museum. Bill becomes extremely frustrated with what the museum guide asks the class to do. He becomes disruptive and is asked to leave the group for a few minutes to calm down. The teacher accompanies Bill to another room. Bill is asked to sit down. As he is sitting there, the teacher describes to Bill the feelings he has had when he uses his free time in the classroom to sit on the bean bag, close his eys and listen to his favorite music with the headphones.

J. Proximity control - The manner in which a teacher controls a student's behavior by her physical presence. Being physically close to the teacher often makes a student feel more secure or inhibits inappropriate behavior.

EXAMPLE: 1) The teacher is conducting a language lesson to the entire class. The group is doing pretty well paying attention except for Mike. The teacher moves closer to Mike to help him focus his attention on the lesson.

EXAMPLE: 2) The teacher is reading a story to a small group. Terri is easily distracted so she asks Terri to sit by her. The teacher still sees that Terri is having problems concentrating and the teacher gently places her hand on Terri's shoulder. Terri relaxes and her listening improves.

K. Fading - Initially a desired behavior is reinforced by intense praise or a highly desired reward. As the behavior occurs more frequently, the teacher lessens the intensity of the praise or reward given to encourage the student to perform the behavior independently.

EXAMPLE: 1) Mark who rarely completes an assignment. For the first time in a week, Mark turns in a completed math assignment on time. The teacher tells Mark how proud she is of him, shows the assignment to others and writes a note home to his parents saying that Mark had completed his work on time. For several days, each time Mark completes an assignment, the teacher reinforces him in the same way.

As Mark incresed the number of assignments completed on time, the teacher gradually decreases the amount of praise she gives Mark until eventually Mark is completing most of his assignments with minimal praise.

EXAMPLE: 2) Sue has difficulty staying in her seat unless the teacher is working with her. Initially the teacher stays with Sue at her desk until she completes her assignment. Sue is praised by the teacher for staying seated during her work time. Gradually, the teacher leaves Sue to work independently for short periods of time, always returning to Sue's desk with verbal praise for her performance. Eventually, the teacher helps Sue get started on her assignment and then leaves her for the remainder of her work time. The praise continues but the prompting by the teacher decreases. Sue is performing this behavior with more independence.

L. Modeling - Teaching students more appropriate behaviors by having them observe others perform them.

EXAMPLE: 1) Bonnie becomes extremely angry when she is called a name by other students. Everytime she is called a name she hits the student. The teacher is involved in a conflict with another student. That student calls the teacher a name. In Bonnie's presence, the teacher demonstrates an appropriate way to deal with name calling.

EXAMPLE: 2) The class is working on a life skills group. One of the tasks is to answer the telephone appropriately. Todd insists on answering the telephone by saying "Yeah, who is it?". Todd should be given the opportunity to observe the teacher answering the telephone by saying "Hello."

*****

SUMMARY

Basic principles of behavior management have been discussed. These components do not guarantee success. The system depends on the person managing it. In assessing behavior management programs, it is essential that the teacher be able to look objectively on the class as a whole and individuals.

The four basic components to an effective behavior management program are: consistency, structure, objectivity, and ethics. It cannot be emphasized enough that these components are essential to appropriate behavior management. To make a comparison: In order to meet your destination in a car, four tires are required. With only three tires, the car can function for a short distance but sooner or later if the fourth tire is not functioning properly, the entire system will collapse.

PRETEST/POSTTEST

1. There are 4 basic principles to a good behavior management program: structure, ethical application, consistency and

   a. model
   b. objectivity
   c. shaping

2. When rewards are given for good behavior, the technique used is

   a. bribing
   b. cueing
   c. positive reinforcement

3. The teacher moves closer to the student talking in her class. The technique used is

   a. proximity control
   b. looking for the closest exit
   c. reinforcement of incompatible alternative

4. When you change your behavior management program often, you are not using a basic principle of

   a. consistency
   b. objectivity
   c. ethical

5. Nick has a reputation of being a trouble maker, their first day of school a paperwad is thrown. The teacher accuses Nick of throwing it because of his reputation. The teacher is not

   a. flexible
   b. objective
   c. quick enough to get out of the way

6. The teacher always has the child place his finger on the first letter in the work being introduced. She is

   a. giving him something to do with his hands
   b. contracting
   c. cueing

7. All students have the right to be treated in a fair and human way is

   a. shaping
   b. cueing
   c. ethical application

8. Making a written "deal" with is

   a. contingency contracting
   b. common sense
   c. extinction

9. When you use the technique of shaping, you:

   a. move a student through small steps to reach a final goal
   b. teach student more appropriate behavior by having them observe others perform them
   c. build an elephant out of play-doh

10. A student must be temporarily removed from a reinforcing situation is

   a. extinction
   b. break time for the teacher
   c. time-out

HANDOUT 1

Positive reinforcement - a reward (verbal, social, token, etc.) given following a specific behavior to increase the chance of that behavior occuring again.

Contingency contract - A verbal or written agreement developed between teacher and student that states a desired goal (academic or behavioral), when that goal should be met and the reinforcer that will be given to the student after reaching that goal.

Token economy - A system which involves tokens (chips, play money, etc.) earned by the student for desired behaviors which can be "cashed in" for a predetermined reward.

Reinforcement of incompatible alternatives - Rewarding an appropriate behavior that is not compatible with the inappropriate one.

Cueing - A signal given by the teacher to remind a student of a desired behavior before that behavior is performed incorrectly. The cue might be gestural, verbal, or physical.

Shaping - The process used to move a student through small steps (mastering one small step at a time) to reach a final goal.

Extinction - In order to eliminate a behavior which was previously reinforced, the teacher withdraws that reinforcement.

Time-out - A student is temporarily removed from a reinforcing situation immediately following the occurance of an inappropriate behavior. There are various degrees of time-out, ranging from activity time-out to seclusion time-out.

Imagery - The process in which teacher verbally describes a pleasant situation or event to help the student relax and reduce feelings of anxiety and stress.

Proximity control - A teacher controls a student's behavior by her physical presence. Being physically close to the teacher often makes students feel more secure or inhibits inappropriate behavior.

Fading - Initially a desired behavior is reinforced each time it occurs. As the behavior occurs more frequently the teacher decreases the frequency of the praise or reward given to encourage the student to perform the behavior indepently.

Modeling - Teaching students more appropriate behaviors by having them observe others perform them.

Workshop 2

Goal 2. The teacher will be able to design and implement behavior management programs to meet individual needs.

2a. The teacher will be able to discuss the impact of child, setting, behavior, and teacher variables on designing behavior management programs.

In developing an effective program designed for students with emotional handicaps, several elements must be considered. They are: (1) class assignment, (2) the impact of the child on the program, (3) classroom setting, (4) teacher variables, and (5) behavior management techniques. For a positive learning situation with minimal behavior disruptions, all these areas must be addressed.

Administer pretest.

1. Class Assignment - The type of program developed depends upon the type of class to which you are assigned. Think for a minute about the age range, current level of functioning, type of facility, amount of restrictiveness, number of students, and the amount of support you have.

   Distribute Handout #1

   Level: Primary
   Intermediate
   Middle School
   High School

   Type of Facility: Regular School
   Separate Facility
   Regular Classroom
   Regular Class with Mainstreamed EH

   Amount of Restrictiveness: Consultative
   Resource
   Part-time EH Class
   Self-Contained EH Class

2. Looking at your class lists, there are certain students who exhibit specific types of behaviors. At this time, we will look at a list of common behavior problems exhibited frequently by students with emotional handicaps.

   Distribute Handout #2

   Common Behavior Problems

   A. Non-Compliance. Refusing to:

      1. follow directions
      2. remain in assigned area
      3. stay on task
      4. accept authority

B. Physical Aggression

1. kicking
2. hitting
3. biting
4. spitting
5. throwing objects
6. destruction of property
7. self-abusive behavior

C. Verbal Aggression

1. swearing
2. verbal threats
3. name calling

D. Attention Seeking Behaviors

1. excessive talking out
2. obscene gestures
3. inappropriate facial expressions
4. unnecessary questions
5. inappropriate noises
6. power struggles (peers/adults)

E. Refusing to Accept Responsibility

1. lying
2. cheating
3. denial
4. shifting blame

F. Inadequate Social Skills

1. stealing
2. inability to cope with conflict
3. manipulation
4. hostility
5. insecure relationship with others

G. Poor Self-Concept

1. withdrawal
2. depresssion
3. mood swings
4. poor eye contact
5. overestimation of self-importance

H. Poor Decision Making Skills

1. easily led into trouble by others
2. unable to consider or predict options/consequences

After viewing this list, teachers should realize that many of those behaviors "pop up" when working with students with emotional handicaps. However, based on individual situations, it is necessary to prioritize the 5-8 most frequent behaviors exhibited in your classroom. Ask: Is there consistency in the types of behaviors? Can they be grouped (i.e., aggressive behaviors or more submissive type)? It is necessary to define these behaviors so that the setting and management system chosen will best meet your students' needs.

2. Classroom Setting - The physical environment of a classroom affects behavior, social interaction, and academic growth. In this section, we will be addressing classroom environment.

   Distribute Handouts #3-8

Designing your floor plan. Floor plans facilitate movement and can alleviate behavior problems. You may have to work with what you have. Several effective sample floor plans are included (see Handouts #3 through 7). [Remember, what works for some teachers will not work for others.] Variables to consider in designing your floor plan include:

a. Lighting. Though one variable over which you have little control, lighting can have an impact on your students' behaviors and their ability to complete their work. Work areas should have adequate light for the tasks involved. Teachers should be aware of the effects of lighting on students (buzzing and blinking fluorescent lights are distracting).
b. Noise level of teacher and students. Consider high traffic areas, windows, banging radiators, group work areas, and distracting machines.
c. Movement patterns. Passage of students and teacher should be as unobtrusive as possible. Groups should be able to get where they need to be without disturbing others.
d. Quiet areas. Quiet areas are seldom found in the home environment of many emotionally handicapped students and may be appreciated. Alternative furniture (e.g., bean bag chairs, cots, pillows, rocking chair) may be necessary in this area.
e. Private areas or "turf." Teachers, aides, and students all need a spot for personal belongings and materials.
f. Lines of vision. Teacher-student, student-blackboard, teacher-door, and student-teacher lines of vision must be considered.
g. Decorations. These should be age appropriate, seasonal, and serve a purpose.
h. "Givens" (those things you have to live with). Adaptation rather than manipulation may be necessary. Windows require planning (distractible students may not accomplish a great deal if seated near a window). The size of your room may hinder your ability to plan the classroom you would like. You may not have the blackboards, electrical outlets, storage, or furniture you need or desire. Your room may not be located in the most desirable part of the building. Creativity and flexibility are essential.
i. Emergency buttons. Some communication system outside of your room can be a great deal of help in managing more severe behavior problems or crisis.

At this time, consider what you already know about your class. Use age level and behaviors to decide on a floor plan that will best meet your needs. The examples shown are gleaned from experience, research, and several years of survival as teachers of emotionally handicapped students. These are only suggestions. If the ones given will not meet your needs, a blank page has been provided for you to insert your own floor plan.

Teacher Variables

One of the primary concerns to take into consideration when organizing a good classroom management system is the teacher's personality and style. Being an effective teacher of students with emotional handicaps is not an easy task. Because teachers are only human, they all have strengths and weaknesses. An effective teacher of students with emotional handicaps has the ability to capitalize on personal strengths and recognize and change the weaknesses that cause interference with professional performance. Effective teachers of students with emotional handicaps possess certain qualities. The following list contains some of these characteristics. It is not all inclusive. They are presented only as a tool to assist us in being objective about ourselves.

An effective teacher of students with emotional handicaps

- has a sincere desire to meet the needs of each child,
- has a positive attitude,
- is objective about self and others,
- has a good sense of humor,
- is flexible and change plans when necessary,
- is well-organized,
- is a good listener,
- demonstrates good coping skills,
- learns from her mistakes,
- remains calm and rational during stressful situations.

Distribute Handout #9

We've discussed the IDEAL characteristics of a teacher of students with emotional handicaps. No one exhibits these characteristics all the time. Before going on to the specific behavior management procedures, take some time to think about your needs as a teacher. Do you prefer a quiet atmosphere or a more open concept? (All students take their free time together as opposed to staggering their free time schedule.) Look at your priorities. Think about your philosophy, needs, and ideas of behavior management. Name three needs that are important to you. (Ex.: Must children always raise hand before speaking? Do you allow students to use the restroom only at specified times? Do you prefer individual direct instruction methods of teaching to group involvement?) You're the one who knows yourself.

These techniques are based on the theory of behavior modification. Students have learned to behave inappropriately. Behavior modification assumes that since behaviors are learned, they can also be "unlearned." Problem behaviors did not develop over night. Changes will not be made immediately. Learning appropriate behaviors is a slow process that requires patience and perseverence from the teacher. The purpose of this presentation is to assist YOU in developing the program that best meets your needs. Not every system is appropriate for every teacher. (Handout #9) Take just a minute to list what's important to you. As we move on to developing a system, it's important to remember the program must meet your needs as a teacher as well as needs of the children.

3. Token Economy - Some teachers have found token economies an effective technique for managing behavior. Token economies are appropriate for students who have not responded well to verbal praise. The token may be anything (chips, play money, checkmarks, or stars). The token is awarded to a student on a schedule. Tokens, like money, can be exchanged for things that the student finds rewarding. To set up a token system:

   a. specify the desired behavior (academic or social) in an observable and measurable way.
   b. select a convenient token.
   c. select tangible rewards for exchange (a list of possible reinforcers follows - Handout #10).
   d. state the times tokens can be exchanged for tangible rewards. This exchange should be conducted formally - similar to shopping in a store.

   EXAMPLE: Student is asked to be quiet during seatwork time (20 minutes). At the end of this 20 minute period, if the student has been quiet, the teacher praises the student and rewards the student with a token.

   Advantages:
   - Reinforcers given without disrupting class.
   - Pupils can select a variety of reinforcers.
   - Satiation does not occur.
   - Frequent teacher/student interaction.

   Disadvantages:
   - Costly.
   - Initially time consuming.
   - Increase paperwork.

Contracting

A verbal or written agreement developed between teacher and student that states a desired goal (academic or behavioral), when that goal should be met and the reinforcer that will be given to the student after reaching that goal.

Contracting is a highly individualized behavior management program. Contracts can be made daily, weekly, etc. Contracts can be verbal or written.

Contracts can be used for behavior and academics. All contracts:

1. should be clear and concise terminology leaving no doubt about what is to be done.

2. should specify the criterion to which the task is written, i.e., a student should not leave seat without permission for one hour.

3. must establish appropriate reinforcement, i.e., if Johnny stays in his seat for one hour, he will be allowed to walk to the drinking fountain for a drink.

4. must be agreed upon, signed, and dated by both parties.

Advantages:
1. Can be used alone or in conjunction with a behavior management program.
2. Suitable for all levels. Very effective with junior high and high school students.
3. Enables the teacher to concentrate on specific objectives.
4. Leaves little room for misunderstandings.
5. Individualized.

Disadvantages:
1. Cannot contract every goal.
2. Used independently, contracting is not effective for more severely handicapped students. (Too many contracts and the system loses its effectiveness.)
3. Time consuming.

Distribute Handouts #10-11

Time-Out

Time-out is the temporary removal of a student from a reinforcing situation immediately following the occurrence of an inappropriate behavior. Time-out (activity or seclusion) is an effective way to manage behavior with any existing system that we've discussed. It must be used with sensitivity!

Students may be placed in activity time-out (isolation - removal from the activity in progress at the given time) as a result of behaviors such as refusal to work, vulgar gestures, threats, name calling, profanity, or any other activities that disturbs others. The student will be under direct staff supervision at all times during isolation.

Before returning to activity, the student must be able to identify the reason for removal from the activity, identify alternative ways of handling similar situations in the future, and state plans for behavior upon return to the activity.

EXAMPLE: Activity Time-Out

During a group activity in P.E., Bob breaks the rules which disrupts the game. Other students cannot perform as a result of Bob's lack of cooperation. After ignoring several teacher cues, Bob is removed from the group. He is still in the room and can observe the other students' appropriate behavior, but he must sit quietly for a set period of time (2-5 minutes) before he can rejoin the group. Procedures for isolation or time-out should have been reviewed with Bob before implementing the procedure to insure that he knows what is expected of him before he returns to the group.

Seclusion Time-Out

Although time-out is an effective technique for controlling extremely inappropriate behavior, it is one that can be easily abused if it is not applied correctly. For this reason, it is important to establish guidelines for the use of time-out.

1. Teacher should be able to identify the reinforcers that encourage the child's continued inappropriate behavior before removing to time-out.

2. All behaviors that will result in time-out should be identified before time-out is implemented (see example).

3. Milder forms of time-out (activity time-out, isolation within classroom, etc.) should be attempted before using seclusion time-out.

4. A concise statement concerning procedures to be followed, where a student is placed in time-out should be formulated (see example).

5. Time-out room should meet standards for state guidelines (size, ventilation, lighting).

6. Student should be continuously monitored for duration of time-out.

7. Written records should be kept with the following information:

   a. Student's name
   b. Behavior that resulted in time-out
   c. Amount of time
   d. Student's behavior

   Distribute Handout #12

   Both parent and principal should be notified of student's placement in time-out. The use of this intervention should be described on the IEP.

8. If time-out is in excess of 4-5 minutes, evaluation should be made to consider its effectiveness.

Example of Seclusion Time-Out

A student is asked to go to the time-out room as a result of hitting, kicking, throwing an object, pushing, biting, destroying property, trying to run away, or any physically threatening behavior. If the student accepts time-out and goes to the room independently (without any form of assistance), he/she will be seated on a chair. He/she will be given the opportunity to come out after 3 minutes. If a student does not comply with the request of time-out and has to be taken to the room with the assistance of adults, after 5 minutes, he/she will be asked to talk about the incident and then return to the room. At no time during a student's stay in time-out will he/she be left unattended.

In order to return to the classroom after time-out, students must be able to identify the reason for removal from the class, identify alternative ways of handling similar situations in the future, and state plans for return to the classroom.

Any destruction that occurs resulting in time-out will be repaired or picked up by the student when he/she returns to the classroom.

When a student is taken into time-out, avoid any lengthy discussion about the behavior that led to time-out placement. Tell the student he has been asked to go to time-out in a very concise manner. (Example: "You will take ____ minutes in the time-out room because ______________________________. After you are sitting quietly for ____ minutes, we'll talk about what happened.") Once the student has been given these directions, all other interaction should be avoided until his/her time is up and it is possible to discuss the behavior that resulted in time-out.

If a student is able to calmly participate in the talk-down, he or she is probably ready to re-enter the classroom. It is helpful to request a small favor before entering classrroom (Joe, will you please carry the timer for me?). If he complies with this type of request, the teacher can be confident of his ability to cooperate when he returns to the group. However, if the student is unable to cooperate, he should be returned to time-out where procedures start over. Time-out procedures do not end when a student returns to the classroom. It is EXTREMELY important to praise the student for any appropriate behaviors that follow time-out placements.

Students should be encouraged to take themselves into time-out when they feel themselves getting angry or about to lose control. After they ask permission to go to time-out (permission should be requested to eliminate the possibility of students using time-out to avoid activities in which they don't want to participate), students should be given verbal praise from the teacher for trying to express their anger and frustration appropriately.

Distribute Handouts #13-15

Behavior Checklist

Behavior Logs (Antecedent/Behavior/Consequence)

In order to measure progress, it is important to have anecdotal records of student's behavior. Checklists can provide partial information (the time student did not earn points), but they do not allow for detailed accounts of either positive or negative behaviors. It is not only important to record the specific behavior but also the ANTECEDENT to that behavior. (Example: What was happening immediately prior to the behavior? Were other students involved? What was student working on at the time, etc.?) When the BEHAVIOR is recorded, it is necessary to write the specific action in an objective fashion. (Example: "Jason spoke without permission 4 times during the 10 minute period." as opposed to "Jason spoke out constantly during math.") The CONSEQUENCE (a logical one) that followed the behavior should also be descriptively recorded. This information can be used to avoid problems in the future. By reviewing behavior logs, the teacher can determine what situations are most likely to create problems for a particular student (ANTECEDENT) and which consequences provide the most appropriate reinforcement. It should be noted that not only negative behaviors should be recorded. Behavior logs can indicate progress made by the student if positive behaviors are included. These are beneficial to have on hand during parent conferences, when writing progress reports, and for reviewing the child's behavior at the end of the day. They are valuable if there is a discrepancy between student and teacher's perception of the day. Behavior Logs are vital to being objective. It is impossible for any teacher to remember specifically every behavior that every student demonstrates during the course of the day.

Distribute Handouts #16-17

Two classroom management systems are now discussed. One is based on a level's system and a Behavior Checklist. The other is similar, yet involves less group interaction.

EXAMPLES OF BEHAVIOR MANAGEMENT SYSTEMS AND CHARTS TO MONITOR BEHAVIOR

Behavior Checklist

Each student hass a daily behavior checklist (kept with teacher throughout the day but available for students to see at any free time during the day). This list (See Handout #18) states the class rules that all students are expected to follow (1-5). Rules 6-10 are individual goals taken from the student's Individual Educational Plan. Upon entering the program, the student works on class rules alone for the first week. During week 2, Goal 6 is added and then one goal per week until all ten goals are listed. This allows the student to be gradually exposed to individual behavioral expectations. Every 45 minutes, the student is given a check mark for each goal that has been mastered during that time period (30 minutes work/15 minutes free time if work was completed). If the student does not do what is expected of him/her, he/she does not earn the point for that goal. Points are totaled into a percentage at the end of the day. Notes are written home daily to inform parents of student's performance on these behavior goals. Points are saved each day until the end of the week when points can be exchanged for tangible rewards or activity reinforcers.

This checklist in itself is used frequently enough to encourage students to change behavior. If points are awarded consistently and the tangible rewards that points can be traded for are valuable to the students, they quickly learn to be concerned about how many points they've earned. If enough points aren't earned, the student is not allowed predetermined privileges. However, when very serious offenses occur (physical abuse, destruction of property, possession of drugs or weapons, running away, excessive swearing), it might be necessary to place a student on Ground Level for a certain period of time (depending on the offense). When placed on Ground Level, a student loses all privileges. He/she is supervised at all times. Points earned are used for working his/her way off Ground Level rather than for specific privileges.

A long list of rules can be overwhelming to students with emotional handicaps. These class rules are concise but apply to many behaviors.

1. Do your work.

   Any task can be defined as "work." Students are working at individual ability levels and consequently are expected to work for different periods of time. One student may earn a point for this rule for staying on task for 5 minutes, while another student is required to work for a 20 minute period. Other definitions for work include eating lunch, using free time constructively, or playing a game with other students. In general, "work" is defined as whatever task the child has been given.

2. Keep hands, feet, and objects to self.

   Students are expected to refrain from hitting, kicking, or throwing objects at other students.

3. Stay in assigned area.

   If a student is working independently on an assignment, the assigned area is the desk. When walking outside with the class, the assigned area is to stay with the group (avoid wandering off alone), while walking from one class to another, "assigned area" is the shortest route between the two rooms.

4. Speak appropriately with permission.

   This rule is to eliminate any negative comments, swearing, name-calling, yelling, etc. A student earns his point not only by refraining from inappropriate comments, but also by gaining teacher permission to talk. Although a student might make a positive comment, if it is said at the wrong time, it may disrupt what others are doing. If it is disruptive, he/she would not earn a point for this rule.

5. Take care of equipment.

   Equipment can be defined as any materials (school's or student's property) used during the school day.

Schedules

Scheduling is a crucial part of a structured behavior management system. Each student is given an individual daily schedule. The schedule is posted near the students to encourage independence. Students know the activities for the entire day, eliminating any "surprises." Each day begins with a class meeting involving all members of the class, teacher, and aide. During this class meeting, class rules are reviewed, individual goals are recited, and all students have an opportunity to discuss any problems they are experiencing or talk about generally anything that is of interest. This is not idle conversation but an exchange of information which enhances social skills. All students are expected to follow group rules. The culminating activity for the day is the afternoon class meeting. At this time, a student's behavior checklist is reviewed to compute the points he/she earned into percentages. The percentages are sent home with students to inform parents of their child's performance for the day. Before leaving the class meeting, each child is required to compliment him/herself on something he/she did well during the day. After complimenting him/herself, he/she praises each of his/her peers for exhibiting a specific appropriate behavior.

STUDENT SCHEDULE

NAME: ______________________________ DATE: __________

TIME	
9:00-9:30	CLASS MEETING
9:30-10:15	READING COMPREHENSION #11
10:15-11:00	READING COMPREHENSION WORKSHEET #11
11:00-12:00	COUNSELING
12:00-12:30	LUNCH
12:30- 1:00	MATH - P. 108-110
1:00- 2:00	SPELLING - UNIT 16 TEST & P. 89
2:00- 2:45	LANGUAGE - Brown Card 8 #2, 3 & 4
2:45- 3:15	CLASS MEETING

Bus Report

Because students with emotional handicaps frequently exhibit behavior problems while on the bus, it is necessary to monitor their behavior coming to school and going home each day. Bus drivers are responsible for filling out the daily bus reports informing the teacher of appropriate and inappropriate behaviors. The points earned each day on the bus are added to points earned in clasroom to determine the daily percentage. To encourage greater independence in older, more responsible students, the teacher should allow him/her to bring the report in from the bus driver each day. If he/she fails to get it to the teacher, the bus points earned for that day do not count.

BUS REPORT

NAME: ______________________________ DATE: ______________

RULES	MON.-A.M.	TUES.-A.M.	WED.-A.M.	THURS.-A.M.	FRI.-A.M.
1. Stay in seat at all times.					
2. Speak quietly.					
3. Keep hands, feet, objects to yourself.					
4. Use appropriate language.					
5. Follow directions given by bus driver.					
TOTAL:					
	MON.-P.M.	TUES.-P.M.	WED.-P.M.	THURS.-P.M.	FRI.-P.M.
1. Stay in seat at all times.					
2. Speak quietly.					
3. Keep hands, feet, objects to yourself.					
4. Use appropriate language.					
5. Follow directions given by bus driver.					
TOTAL:					
DAY'S TOTAL:					

WEEK'S TOTAL ______

Distribute Handouts #19-20

Sample 1 - Behavior Management Program

Highly structured

Classroom rules posted:

Example:
1. Must raise hand to talk in class.
2. Must have permission to leave seat.
3. Must keep hands to self.
4. Must be respectful of adults and other students.
5. Must not destroy property.

Schedule posted for each day:

Example: Monday -	Spelling	8:30 - 9:00
	Reading	9:00 - 10:00
	Morning Math	10:00 - 10:30
	Language	10:30 - 11:00
	Lunch/Free Time	11:00 - 11:45
	Exercise	11:45 - 12:15
	Social Skills	12:15 - 12:45
	Afternoon Math	12:45 - 1:00
	Gym	1:00 - 1:35
	Teacher Choice	1:35 - 2:00
	Check-Out Time	2:00 - 2:15

Each child has a "behavior chart" on desk. Sample of chart.

The charts are the center to behavior management programs.

Students are responsible to keep the chart on their desks.

If child follows rules for a given time, a star is recorded. When an infraction in rules are broken, it is recorded immediately on chart at the given time.

A timer is essential in the operation of program. It is a signal for both staff and students. The timer is maintained by staff and is continue throughout the day.

At the end of the day, a child is "checked out". This entails checking to see if all work is completed. If not, it is assigned for homework. If completed, a very short review lesson is assigned.

The child is responsible for taking chart home, bringing it signed by parent, and returning to teacher daily.

The teacher collects charts and homework first thing every morning. A percentage is derived from chart (Example: Each mark is worth 4 points. A child has three bad marks he receives an 88 percent). These are recorded on a "master chart". If the child completes all homework, a sticker is rewarded.

Another reinforcer is built into program. Every Friday, the class has special activities. (Example: watching video, field trips, cooking food, etc.) These are of high interest and basically non-academically based. To participate in special activities, a student must have all charts signed and returned. A predetermined percentage must be met. It is emphasized that the child is responsible to meet these criteria and there are no exceptions.

Summary

We have now reviewed the many aspects of developing a good behavior management program. It is necessary to pull together all the information so the most effective program will be used.

You know your class assignment and the level and the type of facility you will be assigned. You have identified the most common behaviors seen in your room. Based on what you know, a good floor plan has been chosen. Through some self-evaluation, you have determined your needs and goals. Using all the information you have acquired, it should be easy to pick a management program that will be effective for you. All programs, no matter how good, will need to be modified for your use. Included with the handouts is a chart listing specific behaviors and the most effective techniques to be implemented for management. But at this point, you should have a very strong basis with which to begin.

Distribute Handout #21

Classroom management skills are developed through doing. As you become experienced in responding to the daily demands of teaching, you will develop a personal repertoire of management skills. Here is a tip sheet with some key techniques which we feel contribute to becoming an effective classroom teacher for students with emotional handicaps.

If a program is organized, well-planned, and carried out with a s ense of sincere concern for the child, it will be effective!

Distribute Handout #22

Handout #1

Class Assignment. Circle the variable which best describes your teaching situation.

LEVEL: Primary
Intermediate
Middle School
High School

TYPE OF FACILITY: Regular School
Separate Facility

AMOUNT OF RESTRICTIVENESS: Regular Classroom
Regular Class with Mainstreamed Students with Emotional Handicaps
Consultative
Resource
Part-Time Class for the Emotionally Handicapped
Self-Contained Class for the Emotionally Handicapped

Handout #2 - Common Behaviors - Please circle 5-8

A. NON-COMPLIANCE -- Refusing to:

1. follow directions
2. remain in assigned seat
3. stay on task
4. accept authority

B. PHYSICAL AGGRESSION

1. kicking
2. hitting
3. biting
4. spitting
5. throwing things
6. destruction of property
7. self-abusive behaviors

C. VERBAL AGGRESSION

1. swearing
2. verbal threats
3. name calling

D. ATTENTION SEEKING BEHAVIORS

1. excessive talking out
2. obscene gestures
3. inappropriate facial expressions
4. unnecessary questions
5. inappropriate noises
6. power struggles (peers/adults)

E. REFUSING TO ACCEPT RESPONSIBILITY

1. lying
2. cheating
3. denial
4. shifting blame

F. INADEQUATE SOCIAL SKILLS

1. stealing
2. inability to cope with conflict
3. manipulation
4. hostility
5. insecure relationship with others

G. POOR SELF-CONCEPT

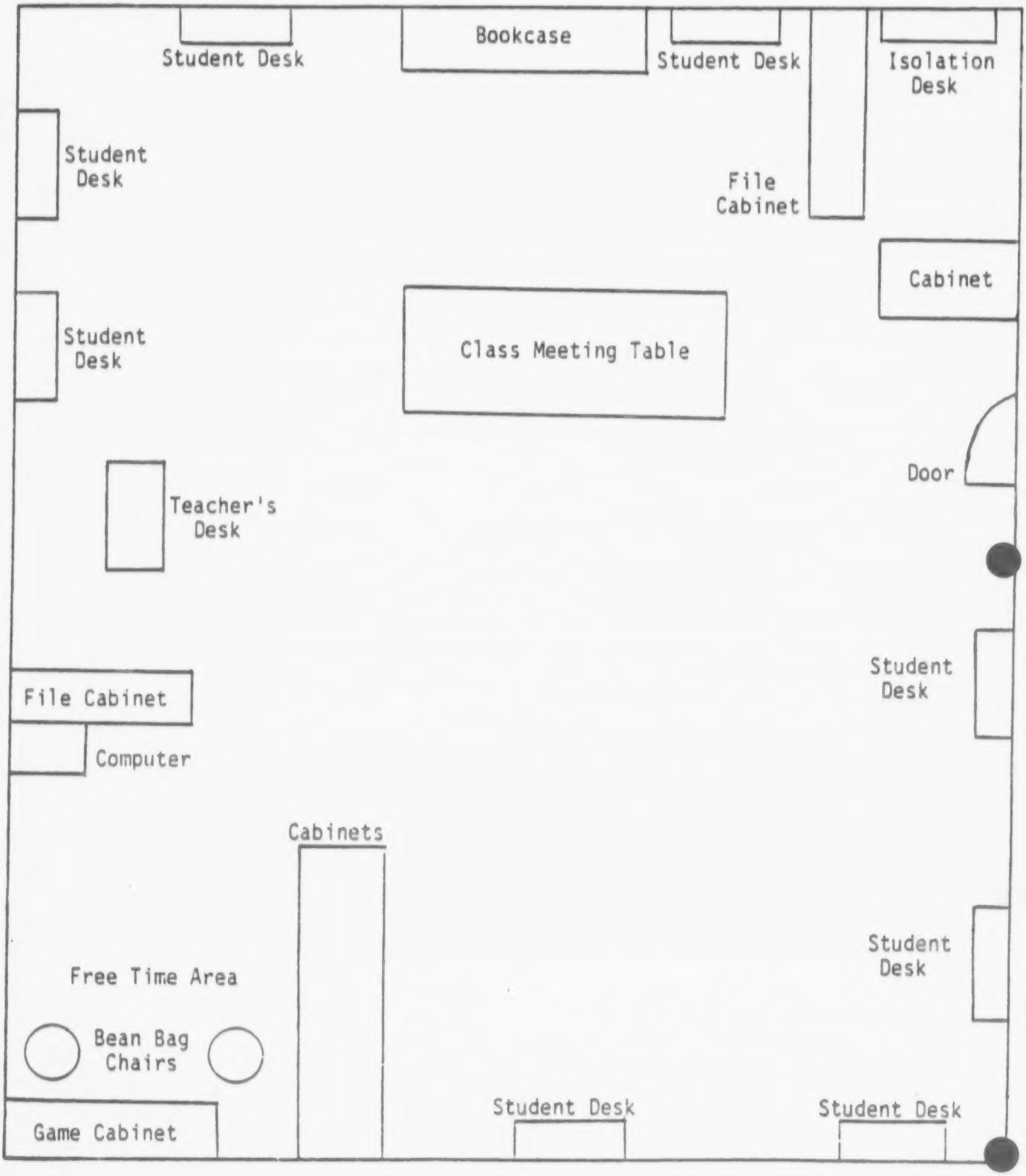
1. withdrawal
2. depression
3. mood swings
4. poor eye contact
5. overestimation of self-importance

H. POOR DECISION MAKING SKILLS

1. easily led into trouble by others
2. unable to consider or predict options/consequences

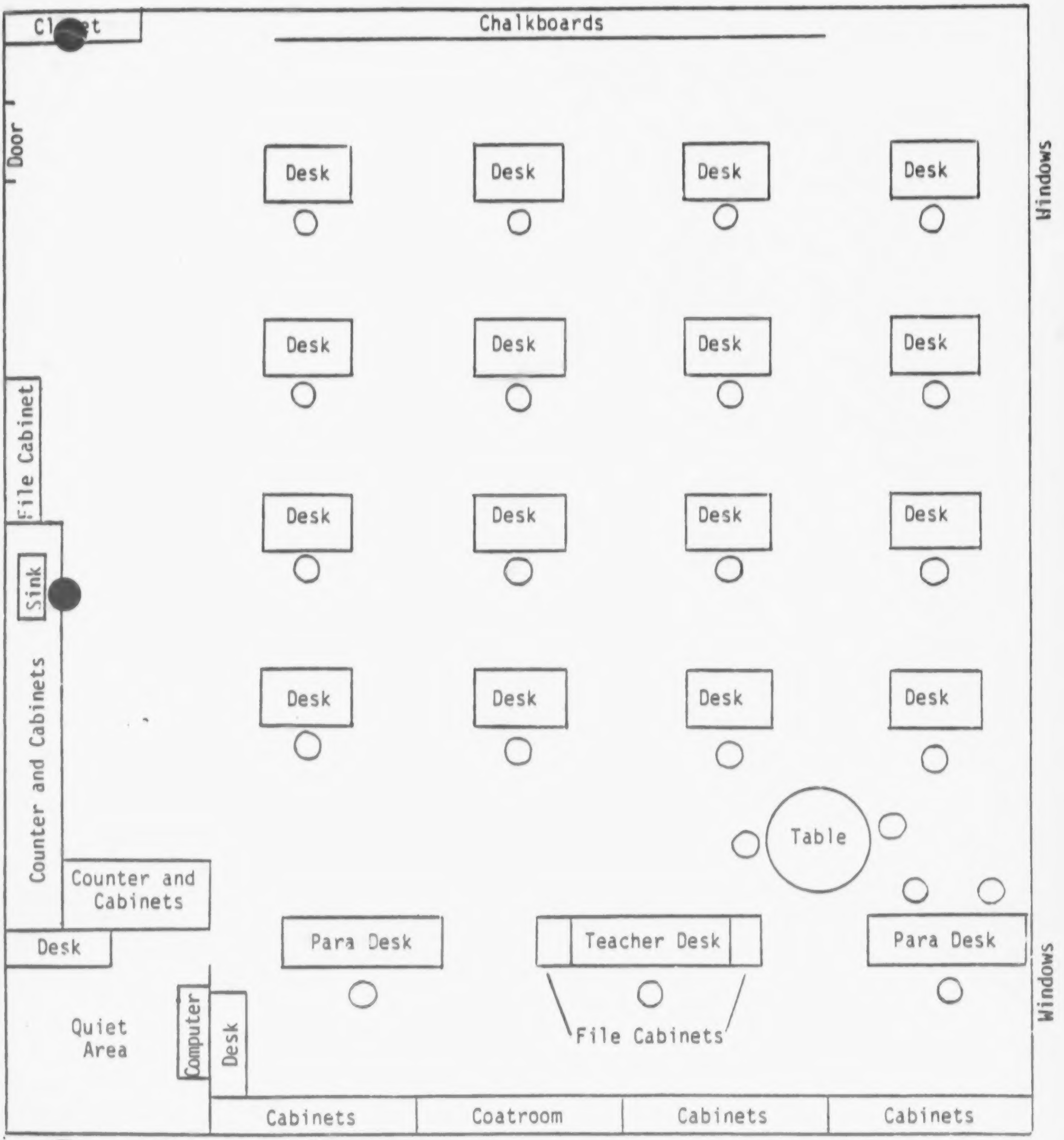
Handout #3

Self-Contained Classroom for Severely Involved Students

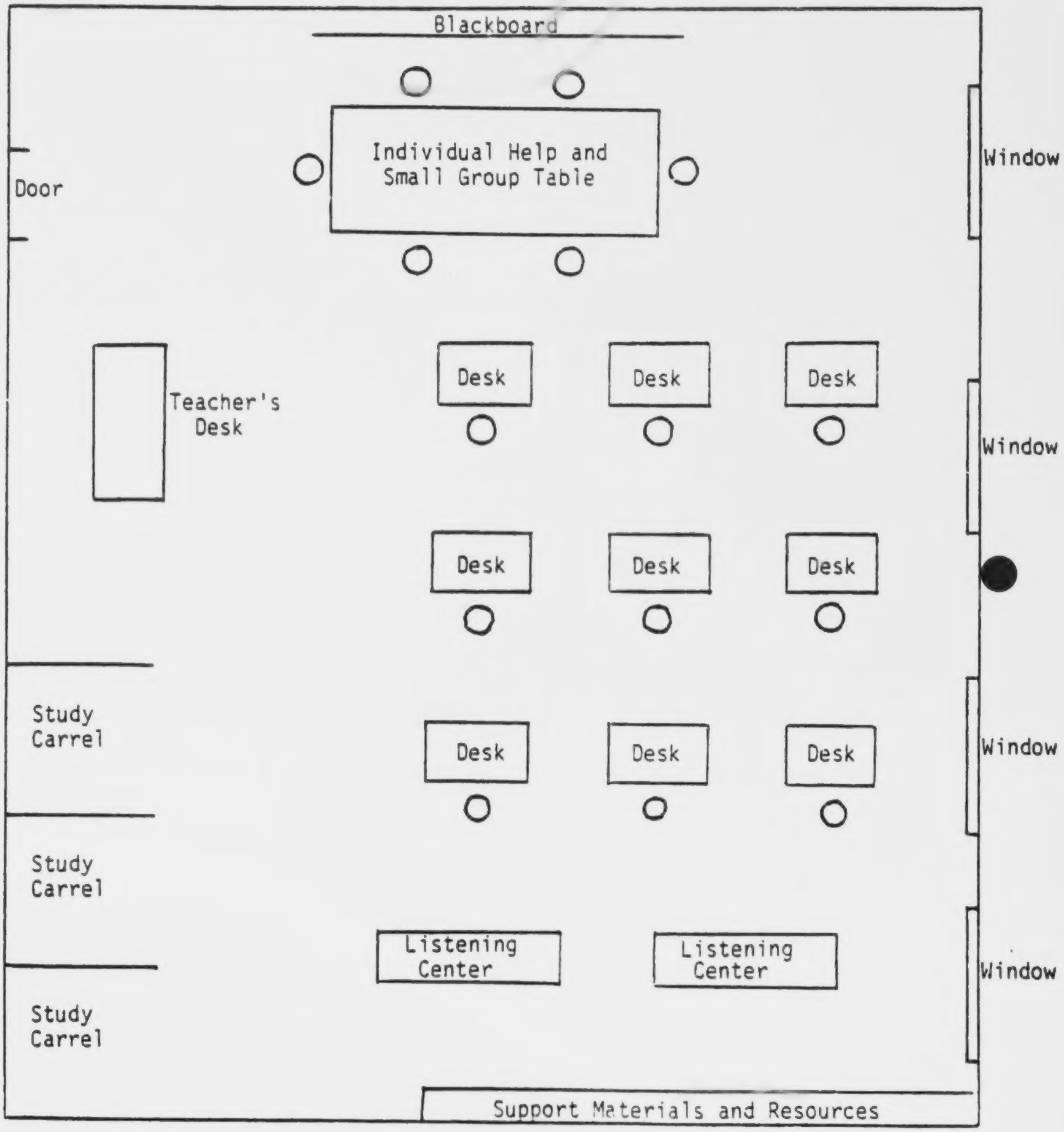

Student Desk
Bookcase
Student Desk
Isolation Desk
Student Desk
File Cabinet
Cabinet
Student Desk
Class Meeting Table
Door
Teacher's Desk
Student Desk
File Cabinet
Computer
Cabinets
Student Desk
Free Time Area
Bean Bag Chairs
Game Cabinet
Student Desk
Student Desk

Handout #4

Traditional Setting
Little Movement


Closet
Chalkboards
Door
Windows
Desk
Desk
Desk
Desk
Desk
Desk
Desk
Desk
File Cabinet
Desk
Desk
Desk
Desk
Sink
Counter and Cabinets
Desk
Desk
Desk
Desk
Table
Counter and Cabinets
Desk
Para Desk
Teacher Desk
Para Desk
Windows
Quiet Area
Computer
Desk
File Cabinets
Cabinets
Coatroom
Cabinets
Cabinets

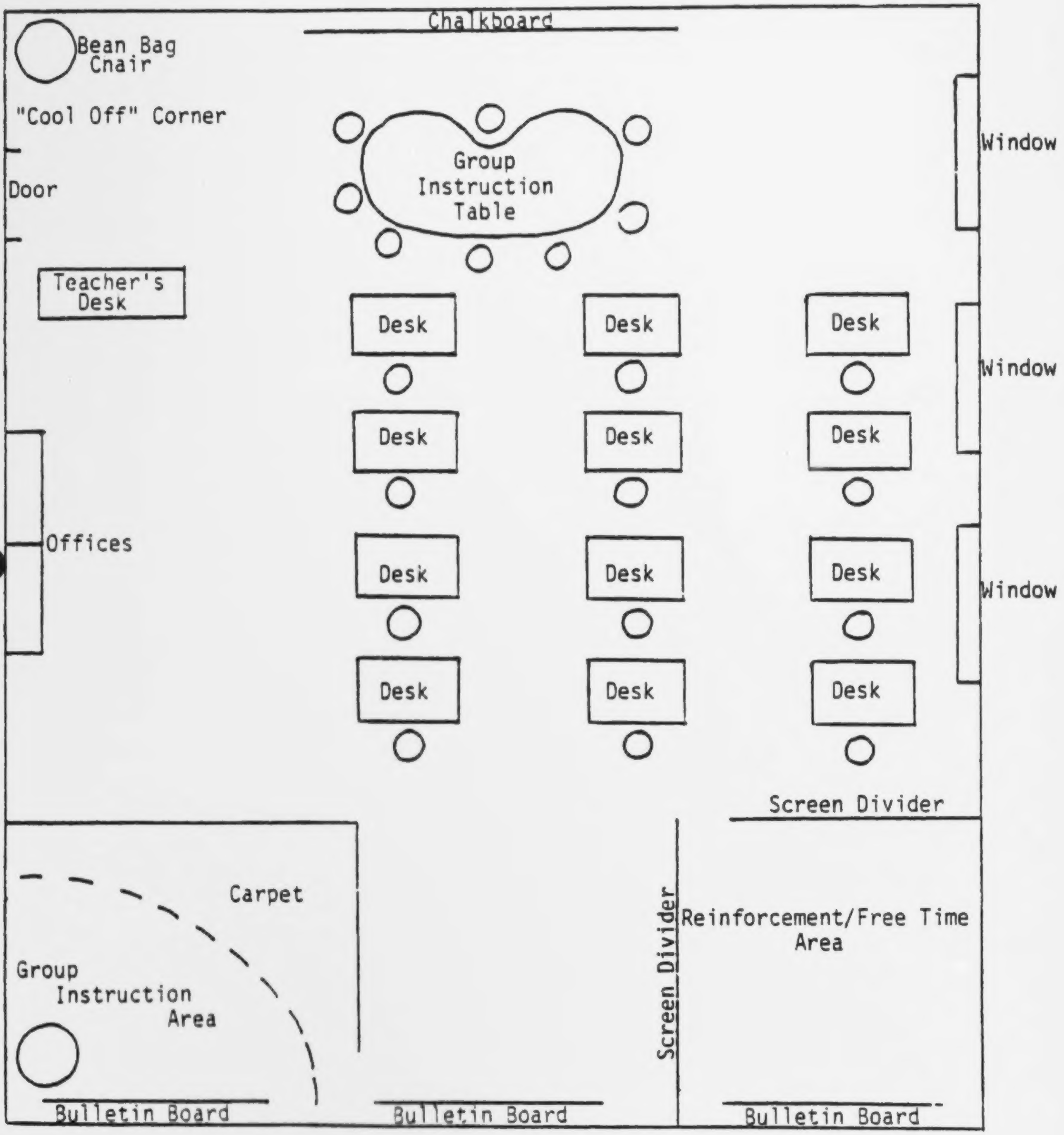
Handout #5
Secondary Resource Room



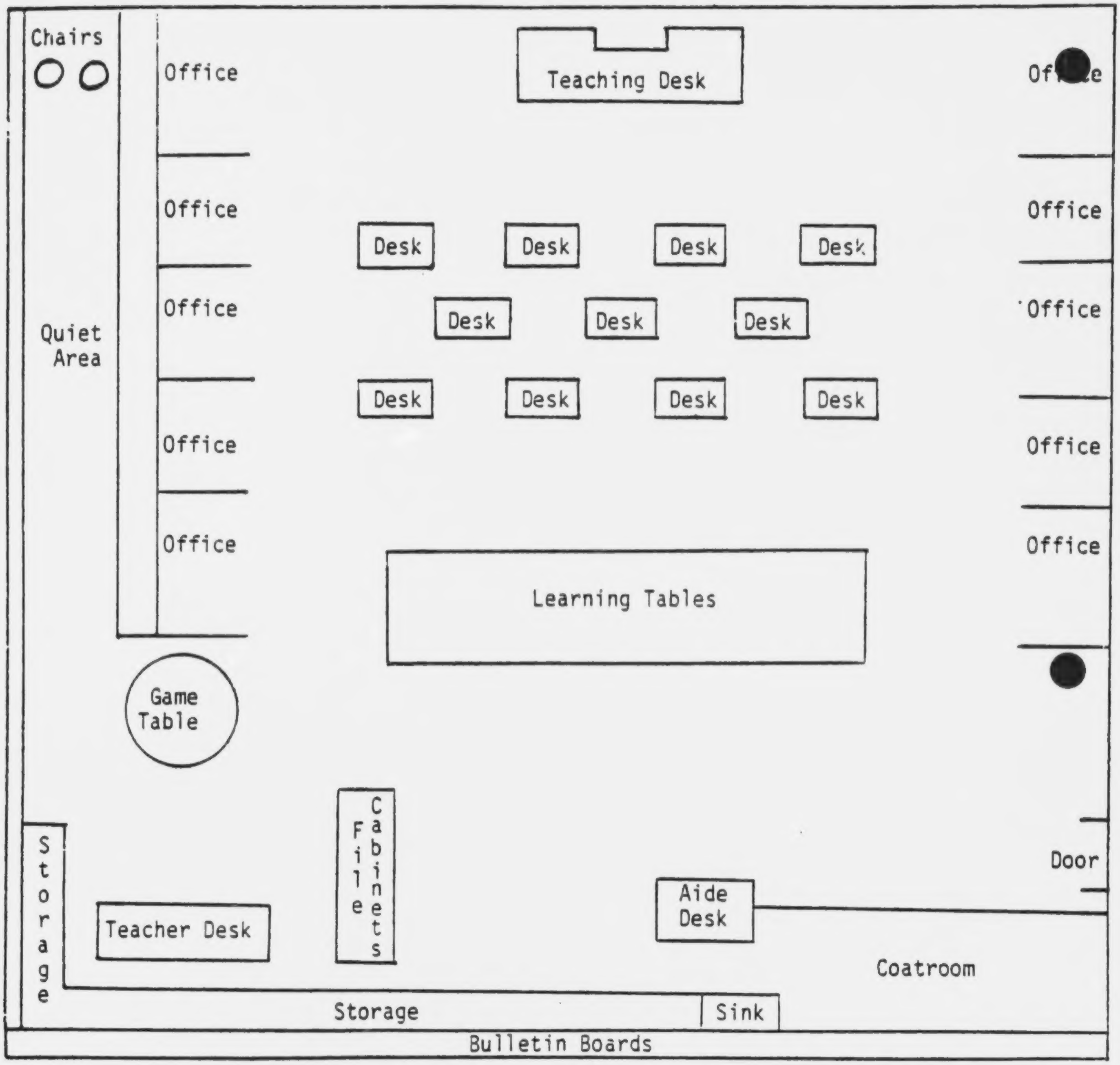
Blackboard
Individual Help and Small Group Table
Door
Window
Teacher's Desk
Desk
Desk
Desk
Window
Desk
Desk
Desk
Study Carrel
Desk
Desk
Desk
Window
Study Carrel
Listening Center
Listening Center
Window
Study Carrel
Support Materials and Resources

Handout #6

Primary Self-Contained Classroom


Chalkboard
Bean Bag Cnair
"Cool Off" Corner
Door
Teacher's Desk
Offices
Group Instruction Table
Window
Window
Window
Desk
Desk
Desk
Desk
Desk
Desk
Desk
Desk
Desk
Desk
Desk
Desk
Screen Divider
Carpet
Group Instruction Area
Screen Divider
Reinforcement/Free Time Area
Bulletin Board
Bulletin Board
Bulletin Board

Handout #7


Chairs
Office
Teaching Desk
Office
Office
Office
Desk
Desk
Desk
Desk
Office
Office
Quiet Area
Desk
Desk
Desk
Office
Desk
Desk
Desk
Desk
Office
Office
Office
Office
Learning Tables
Game Table
Storage
File Cabinets
Door
Aide Desk
Teacher Desk
Coatroom
Storage
Sink
Bulletin Boards

1. Offices are made from heavy plywood. They are 4' x 4' x 4' with a floor. (Lumber companies will donate plywood in some communities and high school wood shops can do the construction.)
2. Desk are not moved into office area until set behavior and academic requirements are met. (This may happen as early as mid-October or as late as mid-January.)
3. Office walls are covered with colored bulletin board paper so each student can decorate earned office with teacher approved posters, stickers, personal papers, and treasures.
4. Once an office is earned, the student must maintain positive behavior and academic decision-making skills. If not, the student moves out and he must once again earn the office.

Handout #8

Design Your Own Floor Plan

If you feel that none of the floor plans provided will meet your needs, take a few minutes now to design one that will be more effective.

Handout #9

Assessment of Teacher Needs

1.
2.
3.
4.
5.

Handout #10

Sample Contracts

Date: ____________________

When the bell rings, if I am
___working
___ listening to the teacher
___ in my seat

I will earn 1 point. Each day I may trade my points in as follows:

5 points	eating lunch outside
10 points	10 minutes extra recess
25 points	listening to my favorite album

Teacher ____________________ Student ____________________

- - - - - - - - - - - - - - - -

LET'S
MAKE
A
DEAL!

I will try to: I will try not to:

Teacher ____________________________

I will try to: I will try not to:

Student ____________________________

Handout #11

Student ______________________________ Date started ______________________

Class ________________________________ Date to be completed ______________

I ______________________ will complete the following tasks in order to receive an "A" in Mrs. Smart's language class:

1. critique two essays of my choice
2. write a short story
3. compose a picture essay
4. write an autobiography

I will turn in all assignments on time and will earn no less than a "A" on every examination.

Student's signature_______________________________

Teacher's signature_______________________________

Handout #12

Example of Time-Out Monitoring Sheet

NAME ____

DATE: ____

TIME
ENTERED: ____

TIME
EXITED: ____

DESCRIPTION OF BEHAVIORS LEADING TO TIME-OUT: ______________

____

____

____

OBSERVABLE BEHAVIORS DURING TIME-OUT PLACEMENT: ____________

____

____

Handout #13

EXAMPLES OF BEHAVIOR MANAGEMENT SYSTEMS AND CHARTS TO MONITOR BEHAVIOR

BEHAVIOR CHECKLIST

Each student has a daily behavior checklist (kept with teacher throughout the day but available for students to see at any free time during the day). This list (see Figure 2) states the class rules that all students are expected to follow (1-5). Rules 6-10 are individual goals taken from the student's Individual Educational Plan. Upon entering the program, the student works on just the class rules for the first week to become familiar with them. During week 2, Goal 6 is added and then one goal per week until all ten goals are listed. This allows the student to be gradually exposed to his/her individual behavioral expectations. Every 45 minutes the student is given a check mark for each goal that has been mastered during that time period (30 minutes work/15 minutes free time if work was completed). If he/she does not do what is expected of him/her, he/she does not earn the point for that goal. Points are totaled into a percentage at the end of the day. Notes are written home daily to inform parents of student's performance on these behavior goals. Points are saved each day until the end of the week when points can be exchanged for tangible rewards or activity reinforcers.

This checklist in itself is used frequently enough to encourage students to change behavior. If points are awarded consistently and the tangible rewards that points can be traded for are valuable to the students, they quickly learn to be concerned about how many points they've earned. If enough points aren't earned, the student is not allowed predetermined privileges. However, when very serious offenses occur (physical abuse, destruction of property, possession of drugs or weapons, running away, excessive swearing), it might be necessary to place a student on Ground Level for a certain period of time (depending on the offense). When placed on Ground Level, a student loses all privileges. He/she is supervised at all times. Points earned are used for working his/her way off Ground Level rather than for specific privileges.

Handout #13

A long list of rules can be overwhelming to emotionally handicapped students. The class rules listed above are concise but cover just about any possible type of behavior.

1. Do your work.

   Any task can be defined as "work." Students are working at individual ability levels and consequently are expected to work for different periods of time. One student might earn a point for this rule for staying on task for 5 minutes, while another student is required to work for a 20 minute period. Other definitions for work include eating lunch, using free time constructively, or playing a game with other students. In general, "work" is defined as whatever task the child has been given.

2. Keep hands, feet, and objects to self.

   This rule is self-explanatory. Students are expected to refrain from hitting, kicking, or throwing objects at other students.

3. Stay in assigned area.

   If a student is working independently on an assignment, the assigned area is his/her desk. When walking outside with the class, the assigned area is to stay with the group (avoid wandering off alone), while walking from one class to another. His assigned area would be the shortest route between the two rooms.

4. Speak appropriately with permission.

   This rule is to eliminate any negative comments, swearing, name-calling, yelling, etc. A student earns his point not only by refraining from inappropriate comments, but also by gaining teacher permission to talk. Although a student might make a positive comment, if it is said at the wrong time, it may disrupt what others are doing. If it is disruptive, he/she would not earn a point for this rule.

5. Take care of Equipment.

   This rule is also self-explanatory. Equipment can be defined as any materials (school's or student's property) used during the school day.

Handout #14

SCHEDULES

Scheduling is a crucial part of a structured behavior management system. Students need systematic planning to accomplish their goals. Each student is given an individual daily schedule. The schedule is posted near the students to encourage independence. Students know the activities for the entire day, eliminating any "surprises." Each day begins with a class meeting involving all members of the class, teacher, and aide. During this class meeting, class rules are reviewed, individual goals are recited, and all students have an opportunity to discuss any problems they are experiencing or talk about generally anything that is of interest. This is not a period of idle conversation but an exchange of information which enhances social skills. All students are expected to follow group rules. The culminating activity for the day is the afternoon class meeting. At this time, a student's behavior checklist is reviewed to compute the points he/she earned into percentages. The percentages are sent home with students to inform parents of their child's performance for the day. Before leaving the class meeting, each child is required to compliment him/herself on something he/she did well during the day. After complimenting him/herself, he/she praises each of his/her peers for exhibiting a specific appropriate behavior.

STUDENT SCHEDULE

NAME: ______________________________ DATE: ______________

TIME	
9:00-9:30	CLASS MEETING
9:30-10:15	READING COMPREHENSION #11
10:15-11:00	READING COMPREHENSION WORKSHEET #11
11:00-12:00	COUNSELING
12:00-12:30	LUNCH
12:30- 1:00	MATH - P. 108-110
1:00- 2:00	SPELLING - UNIT 16 TEST & P. 89
2:00- 2:45	LANGUAGE - Brown Card 8 #2, 3 & 4
2:45- 3:15	CLASS MEETING

Handout #15

BEHAVIOR LOG

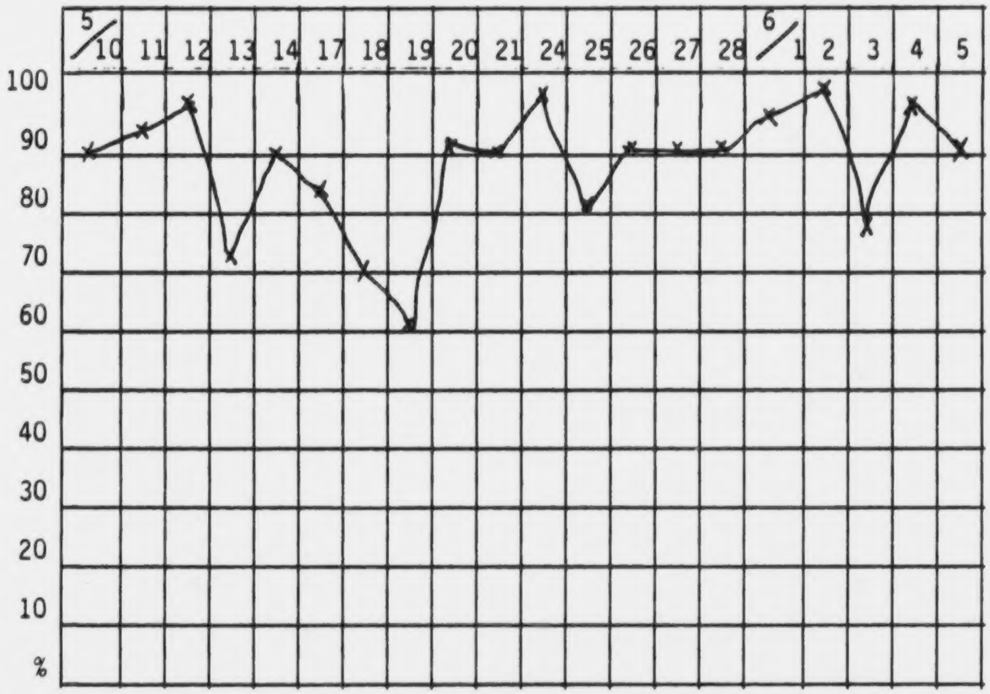
Date/Time	ANTECEDENT	BEHAVIOR	CONSEQUENCE

Handout #16

WALL CHART

This chart serves as a record of students' daily percentages based on their individual behavioral goals. It is posted on the wall next to each student's desk. A percentage above 90% is considered successful. Time-out placements are recorded on this sheet. Ground level placement (as a result of serious misconduct: physical abuse, running away, use of weapons, use of drugs, excessive swearing, destruction of property, etc.) is also recorded. Students can independently monitor their progress by viewing this chart. The teacher must allow sufficient time at the end of each day to chart student percentages.

NAME ______________________________ DATE: ________________



* Success Day   GL - Ground Level   0 - Time-Out

*	*	*		*				*	*	*		*	*	*	*	*		*	*
			◎			O	GL	GL	GL										

Handout #17

BUS REPORT

Because emotionally handicapped students frequently exhibit behavior problems while on the bus, it is necessary to monitor their behavior coming to school and going home each day. The bus drivers are responsible for filling out the daily bus reports informing the teacher of appropriate and inappropriate behaviors. The points earned each day on the bus are added to points earned in classroom to determine the daily percentage. To encourage greater independence in older, more responsible students, the teacher should allow him/her to bring the report in from the bus driver each day. If he/she fails to get it to the teacher, the bus points earned for that day do not count.

BUS REPORT

NAME: ______________________ DATE: ____________

RULES	MON.-A.M.	TUES.-A.M.	WED.-A.M.	THURS.-A.M.	FRI.-A.M.
1. Stay in seat at all times.					
2. Speak quietly.					
3. Keep hands, feet, objects to yourself.					
4. Use appropriate language.					
5. Follow directions given by bus driver.					
TOTAL:					
	MON.-P.M.	TUES.-P.M.	WED.-P.M.	THURS.-P.M.	FRI.-P.M.
1. Stay in seat at all times.					
2. Speak quietly.					
3. Keep hands, feet, objects to yourself.					
4. Use appropriate language.					
5. Follow directions given by bus driver.					
TOTAL:					
DAY'S TOTAL:					

WEEK'S TOTAL ______

Handout #18

BEHAVIOR CHECKLIST

NAME: ______________________________ DATE: ______________

		8:30- 9:15	9:15-10:00	10:00-10:45	10:45-11:30	11:30-12:15	12:15- 1:00	1:00- 1:45	1:45- 2:30	2:30- 3:15	TOTAL	
CLASS RULES	1. Do your work.											
	2. Keep hands, feet, and objects to yourself.											
	3. Stay in assigned area.											
	4. Speak appropriately with permission.											
	5. Take care of equipment.											
INDIVIDUAL GOALS	6. _____ will comply with adult requests the first time.											
	7. _____ will make positive statements about others.											
	8. _____ will maintain eye contact when speaking or being spoken to.											
	9. _____ will use appropriate language to express anger or frustration.											
	10. _____ will respond to teasing or name calling by ignoring, changing the subject, or some other constructive means.											
	TOTAL											+ Bus Points

TOTAL

Handout #19

Name ______________________________
Date ______________________________

Behavior Checklist

8:30 ____ 8:45 ____ 9:00 ____ 9:15 ____ 9:30 ____
9:45 ____ 10:00 ____ 10:15 ____ 10:30 ____ 10:45 ____
11:00 ____ 11:45 ____ 12:00 ____ 12:15 ____ 12:30 ____
12:45 ____ 1:00 ____ 1:15 ____ 1:30 ____ 1:45 ____
2:00 ____ 2:15 ____ Restroom ____ Hall ____ Lunch ____
Freetime ____ Bus ____

*Good Behavior

1. talking out
2. off task
3. not following directions
4. being out of seat
5. destruction of property
6. poor attitude
7. fighting
8. being depressed
9. reacting badly to chart
10. other__________________________

Homework

Spelling
Reading
Math
Language
Other

____
Parent Signature

Handout #20

Name ______________________________
Date ______________________________

Behavior Chart

S = Satisfactory U = Unsatisfactory

Talking out

8:30 _____ 8:45 _____ 9:00 _____ 9:15 _____ 9:30 _____
9:45 _____ 10:00 _____ 10:15 _____ 10:30 _____ 10:45 _____
11:00 _____ 11:45 _____ 12:00 _____ 12:15 _____ 12:30 _____
12:45 _____ 1:00 _____ 1:15 _____ 1:30 _____ 1:45 _____
2:00 _____ 2:15 _____ Lunch _____ Freetime _____ Bus _____

Out of Seat

8:30 _____ 8:45 _____ 9:00 _____ 9:15 _____ 9:30 _____
9:45 _____ 10:00 _____ 10:15 _____ 10:30 _____ 10:45 _____
11:00 _____ 11:45 _____ 12:00 _____ 12:15 _____ 12:30 _____
12:45 _____ 1:00 _____ 1:15 _____ 1:30 _____ 1:45 _____
2:00 _____ 2:15 _____ Lunch _____ Freetime _____ Bus _____

____
Parent Signature

Handout #21

FIGURE 1

	Activity Time-Out	Behavioral Rehearsal (Role Playing)	Confrontation	Contingency Contracting	Covert Escape Avoidance	Cueing	Extinction	Fading	Imagery	Instructional Detention	Interpretation
1) GENERAL NON-COMPLIANCE Refusing to:											
a) follow directions	*		*	*	*			*		*	
b) remain is assigned area	*		*	*	*	*		*			
c) stay on task	*		*	*	*	*	*	*		*	
d) accept authority	*	*				*		*			
2) PHYSICAL AGRESSION											
a) kicking	*		*	*	*						
b) hitting	*		*	*	*						
c) biting	*		*	*	*						
d) spitting	*		*	*	*						
e) throwing objects	*		*	*	*						
f) destruction of property	*		*	*	*						
g) self-abusive behavior				*			*				
3) VERBAL AGRRESSION											
a) swearing	*		*	*							
b) verbal threats	*		*	*							
c) name calling			*	*			*				
4) ATTENTION SEEKING BEHAVIOR											
a) excessive talking				*		*	*	*			
b) obscene gestures				*		*	*	*			
c) making faces				*		*	*	*			
d) unnecessary questions				*		*	*	*		*	
e) annoying noises				*		*	*	*			
f) power struggles	*			*		*			*		
5) REFUSING TO ACCEPT RESPONSIBILITY											
a) lying			*		*			*			*
b) cheating			*	*	*						*
c) denial					*					*	*
d) shifting blame			*		*						*
6) INADEQUATE SOCIAL SKILLS											
a) stealing			*	*	*						*
b) inability to cope with conflict		*	*		*	*					*
c) manipulation		*				*				*	*
d) hostility	*		*		*	*			*		*
e) insecure relationships with others		*									*
7) POOR SELF-CONCEPT											
a) withdrawal		*									*
b) depression		*									*
c) mood swings		*									*
d) poor eye contact		*				*					*
e) overestimation of self-importance		*				*	*		*		*
8) POOR DECISION MAKING SKILLS											
a) easily misled by others		*									*
b) unable to consider options and consequences		*				*					*

Handout #21

Life Space Intervention	Logical Consequences	Means/Ends Self-Talk	Modeling	Natural Consequences	Physical Restraint	Proximity Control	Redirection	Reinforcement	Relationship Building Programs	Relaxation	Response Cost	Self-Monitoring Program	Systematic Desensitization	Time-Out	Token Economy	Tracking
	*		*	*		*	*				*				*	*
	*				*	*					*	*			**	*
	*			*		*	*				*	*			*	*
	*		*	*		*	*	*							*	
	*	*	*		*	*	*	*			*			*	*	
	*	*	*		*	*	*	*			*			*	*	
	*	*	*		*	*	*	*			*			*	*	
	*	*	*		*	*	*	*			*			*	*	
	*	*	*		*	*	*	*			*			*	*	
	*	*	*		*	*	*	*			*			*	*	
			*		*	*	*	*							*	
	*	*	*			*		*			*				*	
	*	*	*			*	*	*		*	*				*	
	*	*	*			*		*			*				*	
	*					*		*			*	*			*	
	*		*			*		*			*	*		*	*	
	*		*			*		*				*		*	*	
	*					*		*				*			*	
	*					*		*				*		*	*	
	*	*	*			*		*		*				*	*	
	*			*	*			*			*				*	*
	*			*		*		*			*				*	*
	*							*							*	*
	*							*							*	*
*	*		*	*		*		*	*		*				*	
	*		*				*	*	*	*					*	
	*		*					*	*						*	
*	*	*	*				*	*	*	*	*			*	*	
*	*	*	*				*	*	*	*		*			*	
*	*		*			*	*	*	*	*		*	*		*	
*	*		*					*	*	*		*	*		*	
*	*		*					*				*	*		*	
*	*		*			*		*	*			*	*		*	
*	*		*					*	*			*			*	
*	*					*	*	*	*						*	*
*	*					*	*								*	*

Handout #22

TIPS FOR TEACHERS OF THE EMOTIONALLY HANDICAPPED

1. Maintain a sense of humor. Sometimes smiling or laughing with (not at) students can diffuse a potentially explosive situation.
2. Be consistent. This eliminates the possibility of students "begging" for special favors.
3. Never "back a child into a corner" -- always give him/her choices and a way out of a power struggle.
4. Maintain daily contact with parents via brief notes home to insure more reliable communication between home and school. Inform parents ahead of time to expect a daily note.
5. Don't take negative comments personally.
6. Maintain contact with faculty and administrators who have both direct (mainstream classes and supervised free time) and indirect (passing periods and general observations) contact with students with emotional handicaps.
7. ACT instead of REACT to an inappropriate situation.
8. Avoid power struggles by negotiating so BOTH teacher and student get what they want.
9. Know your support systems in emergency situations -- police liaison, principal, paraprofessional, and behavioral consultant.
10. Be patient. Allow students time to adjust to a new behavioral management system before dropping the plan (3 weeks is a fair assessment to see if it's working).
11. Don't hold a grudge. Remember, the reason they are in your program -- they ARE emotionally handicapped.
12. Don't criticize or embarrass students in front of others.
13. Know when to ask for help if interventions tried have not been effective.
14. Model appropriate behavior.
15. Follow through with promises, consequences, and rewards.
16. Don't make statements lightly -- students remember.
17. Don't scream. "Usually," the quieter you speak, the more students listen.
18. Be clear -- make sure you say what you mean.
19. The best laid plans may not succeed -- always have alternatives.
20. Have accurate expectations.
21. Find a way to reward yourself at the end of every day. RELAX!!

Pretest/Posttest

T F 1. A teacher's personality will effect the classroom management program.

T F 2. It is necessary to identify specific behaviors in developing a management program.

T F 3. It is necessary for a teacher to be flexible in a structured program.

T F 4. Students must be aware of consequences in behavior programs.

T F 5. A good behavior management program will work with all levels.

T F 6. It is not necessary to be consistent with all behavior management programs.

T F 7. All students need to face toward the board.

T F 8. A teacher's self-evaluation should be constant and ongoing.

T F 9. A teacher picks a management program which best meets her needs.

T F 10. In designing a program, the setting is the most important.

T F 11. A management program should only allow for negative consequences.

T F 12. It is necessary for the teacher to determine all consequences in a good management program.

T F 13. The number of students in class will not effect a good behavior management program.

T F 14. A good teacher can use any behavior management program effectively.

T F 15. In a token economy system, the teacher should reward students at unexpected intervals.

T F 16. All reinforcers in a token economy system work for all students.

T F 17. Contracting is an effective way to manage specific behaviors in any classroom.

T F 18. Time-out is the most effective way to deal with any behavior problem.

T F 19. A good teacher of emotionally handicapped students never allows herself to become angry.

T F 20. A good teacher of emotionally handicapped students should maintain a sense of humor.

Workshop 3

Goal 3. The teacher will be able to evaluate and modify specific behavior management programs to facilitate generalization and maintenance.

3a. The teacher will be able to consider variables for generalization of behaviors.

Administer pretest.

Describe case study:

The classroom is intermediate level, for students with emotional handicaps, who are placed full time in the special program. Mrs. Jones is a highly organized, efficient teacher. She runs a very structured classroom using behavior charts. The charts are set on a 15 minute basis. Students are very successful and averaging about 90% on a daily basis. The students are quiet and productive in class. Mrs. Jones is very satisfied with the students in her room.

Mrs. Jones' class has difficulty with behavior outside the classroom (gym, field trips, lunch, etc.). This is a frustration for Mrs. Jones.

Mrs. Jones students are unable to generalize their behaviors.

Generalization is the ability of the student to apply learned skills in areas outside the classroom.

Example:
Joe has learned not to talk while others are talking. At home he is now able to wait until his mother has completed her telephone conversation before he asks her a question.

Generalization is the ultimate goal for students with emotional handicaps. Students with emotional handicaps should learn to be responsible for their own actions. Until students generalize appropriate behaviors, less restictive placements are impossible.

We set up behavior management programs for the student's development, not for control. Behavior management programs are instructional tools and should be used with self-control as the eventual goal. It is important to periodically stop and assess behavioral programs, no matter how smooth the sailing. Some questions to ask are:

Distribute Handout #1

1. Is this program appropriate for the age of the student?
    a. Am I using rewards that regular education students the same age find exciting?
    b. Am I applying restrictions inappropriate for the student's age?
2. Are the behaviors with which I am working appropriate?
    a. Will these behaviors enhance the student's independent functioning?
    b. Will these behaviors increase the student's "normal" appearance?
3. Is the student feeling success?
    a. Is the program removing all decision making?
    b. Is the program challenging the student?
4. Is the student progressing?
    a. Are the controls such that the student is not developing?
    b. Are the controls too minimal to allow for productivity?
5. Am I comfortable with the program?

After reviewing these questions, only change what is necessary. Don't throw out the entire program if it is not necessary, and "don't fix it if it ain't broke".

If you answered yes to these questions, it is then necessary to assess whether your students are using their new, appropriate behaviors outside of the room.

In the example, Mrs. Jones has a class of students successful in their room, but unable to generalize their behaviors. If generalization is not occurring, there are some basic techniques which you can try:

a. using intermittent reinforcement
   1. gradually and systematicallly reduce the frequency of rewards
   2. Joe received one point each time he raised his hand to respond in class. After raising his hand consistently for two weeks, his teacher begins to give him one point on the average of every three correct responses.
b. fading
   1. reducing prompts - withdrawing extra help so that students respond independently.
   2. Example: Rules are initially posted on the front chalk board. As the desired behaviors become more frequent, the rules are moved to a side chalk board, and gradually reduced in size.
   3. fading reinforcement - gradually reducing the amount of reinforcement received for responses
   4. Example: Joe recieves one point for staying in seat. After staying in seat for 15 minutes successfully for a two week period, Joe begins to receive one point only after being in seat for 20 minutes.
c. increasing situations
   1. requiring the behavior in new settings
   2. requiring the behavior for new teachers, parents, trainers
   3. requiring the behavior to occur spontaneously
   4. Example: Marc is able to use "Please" and "thank you" with his teacher and the aide. On a field trip, he is prompted to use these phrases when ordering popcorn.
   5. Example: Louise keeps her hands to herself in the classroom. She now verbalizes her requests rather than grabbing the teachers face, pulling the teacher toward the desired object, etc. Louise's teacher trains her parents to use the same intervention (ignoring) so that she performs her new approopriate behavior of using verbal requests instead of being physical at home.

Summary

* Generalization is the goal of any behavior management program

* Effective behavior management programs should be evaluated through answering questions such as those on the handout

* Intermittent reinforcement and fading are techniques teachers can use to enhance generalization

* In order to be considered generalized, the student must use the behavior spontaneously and in new settings, with new persons

Administer posttest.

Pretest/Posttest

T F 1. Intermittent reinforcement involves changing the schedule of reinforcement if the student's behavior is inappropriate.

T F 2. When evaluating a behavior management program, the feelings of the student are unimportant.

T F 3. If a behavior management program is ineffective after three weeks, it should be discontinued.

T F 4. Students with emotional handicaps regress when reinforcement is decreased, so it is essential to keep them on high levels of rewards.

T F 5. Behavior management programs should increase a student's ability to accept responsibility for their actions.

T F 6. Fading reduces a student's dependence on prompting.

T F 7. If a student doesn't automatically transfer news skills to situations outside the classroom, the program is ineffective.

T F 8. Generalization refers to the initial changes in a student's behavior.

T F 9. If a student behaves appropriately in the teacher's presence he will always behave appropriately when the teacher is not present.

T F 10. Fading requires replacing cues as they become ineffective.

Handout #1

1. Is it appropriate for the age of student?
2. Are the target behaviors appropriate?
3. Is the student feeling success?
4. Is the student progressing?
5. Are you comfortable with the program?

Workshop 4

Goal 4. The teacher will be able to respond appropriately and nonviolently in crisis situations.

4a. The teacher will be able to apply a variety of crisis intervention strategies.

* Participation in this workshop requires the information completed in workshops which addressed goals 1, 2, and 3 of the module.

Administer pretest.

Introduction:

Teachers of students with emotional handicaps must be prepared for the possibility of physical aggression in the classroom. The purpose of this presentation is to train teachers to confidently respond nonviolently to verbal or physical aggression. Aggression appears in a variety of forms ranging from verbal abuse to physical violence. Our goal is to stop the aggression before it reaches the physical level. In most cases, if verbal interventions are implemented properly, physical violence in the classroom will be prevented.

In the rare instances that it does occur, physical interventions may be necessary. In a crisis situation, the teacher's primary concern is care and personal safety for students and self. In order to provide this security, a teacher must at all time preserve the dignity of the student.

A variety of interventions have been used in classrooms. Some are more effective than others. When a teacher has been trained in non-violent interventions, he or she will be able to apply these interventions in an ethical manner.

As in all areas of behavior management, it is absolutely necessary to plan. This handout will provide you with a list of questions to ask yourself when developing an intervention policy.

Handout #1

A student's aggression is most likely to begin as verbal abuse (swearing or name calling). Verbal abuse may stem from anxiety. If a student's aggression takes the form of verbal abuse, a teacher may be able to fuse a potentially explosive situation by speaking in a quiet, supportive but confident tone of voice. Verbal abuse from a student never demands a physical response.

Stress that verbal abuse never demands a physical response.

Example:

Student: You #%@$&! If you think I'm doing this @#$&*^ math, you're nuts!

Teacher: Larry, I can see that you're really upset about something. What's wrong?

This kind of comment indicates that the teacher cares and wants to help. It's important to empathize at this stage. Your goal is to help the student. But at the same time, it can be a struggle to keep your feelings under control. The student's feelings can be your signal to realize any emotions that you're feeling probably came from him. Try to recognize the reasons for his or her anxiety, anger, or frustration. The best approach at this time might be to accompany the student to a place conducive to talking privately. If he doesn't want to talk about the problem, it may be time for antiseptic bouncing (removing the child from the conflict). [Example: "Larry, let's take a break from your math for a minute to go get a drink of water. When we get back, I'll sit down to help you with it."] REMEMBER, your goal is to stop aggression as soon as you can in whatever way is possible. This doesn't mean that any kind of behavior is acceptable. It means that by giving Larry a 2-minute break to remove himself, you avoided a conflict and he will probably get his math completed. If you had not allowed this to happen, it is pretty certain that Larry's aggression would have escalated to a more serious level. In the end, everyone has gotten what he/she needed.

Verbal Aggression:

Verbal aggression differs from verbal abuse in that threats are very likely to accompany the swearing and name calling. If Larry's aggression has not subsided as a result of the techer's initial interventions his anger will possibly progress to the stage of verbal aggression. It is still important to be empathetic, supportive, and CALM. When a student is verbally aggressive, his hidden message may be, "I'm losing rational control, and I may not be responsible for my behavior."

The student may respond to structure from the outside, reassurance that there will be control, and that he'll be taken care of safely. A teacher must be directive and speak in a confident, firm tone of voice. The student needs help thinking things through. Limits must be set and consequences must be stated. Before setting limits, a teacher must make sure that the limits she is about to set:

- are simple and clear;
- are reasonable, logical, and fair;
- are significant; and
- can be enforced.

When stating these limits to the child, the teacher's tone of voice (no sarcasm), volume (no screaming), and rate or speed (slowly enough to be understood) are very important. It's absolutely necessary to remember that your goal is to avoid physical confrontations. The physical approach of the teacher has significant influence on the outcome of a potentially explosive situation. Here are the steps to a non-threatening approach:

1. Move slowly (but confidently) toward the student from the side - not head on.
2. Stop a little more than an arm's distance from the student.
3. Move closer gradually; STOP if your approach seems to make the student nervous.
4. Try to get close enough to talk to him quietly. Keep hands above the waist (folded or 1 crossed and 1 hand on chin).
5. Be alert to student's movement.
6. Try not to show tension in your face, neck, or hands.

There are various advantages to this approach. It respects the student's and teacher's needs for personal space. Standing to the side is less confrontive or challenging. The distance between student and teacher insures their personal safety. With your hands released and above your waist, it is apparent to the student that you're not going to harm him and it allows you to defend yourself quickly in the event that he strikes out at you.

Once you've approached the student in a non-threatening manner and you're close enough to talk to him, you must state the limits and consequences (both positive and negative). He has to be given choices in order to be able to accept responsibility for his actions. Let's go back to Larry, whose behavior is becoming more out of control. He has refused to comply with the teacher's request to continue with his math. He says, "I won't do that #!$@% math, but I'll tell you what I will do. I'll knock your #@!$% teeth down your #@%$@ throat." An appropriate response from the teacher might be (calmly and quietly, but firmly), "Larry, you need to stop and think about what you're saying. If you do what you say you'll do, you will have to face the consequences: you'll be referred to probation, your parents will have to come to school for a conference, and you'll be on Ground Level for 5 days. If you want to take a few minutes in the hallway to calm yourself down, you may do that, and then we'll talk about what's gotten you so upset. Before you do anything you need to stop and think." Hopefully, at this point, Larry will realize that he's been given the opportunity to back down and will make that choice. If so, the teacher must follow through with her promise to talk to Larry about his concerns after he is calm. (*See procedures for TIME-OUT in Section 2 of Module 3.)

Physical Aggression:

On rare occasions, a student will not respond to even the most appropriate forms of verbal intervention. If Larry approaches the teacher and taks a swing at her, it is time to put the crisis intervention into action. Call for help if the student is bigger than you. It is never safe to try independently to physically intervene with a student whose physical size is greater than the teacher's. The tape that we are about to view was developed by the Indiana State Department of Education and Indiana University, School of Education. The non-violent methods of physical intervention have been proven to be effective. We will watch the tape and then take some time to practice the techniques we see.

Summary:

The most important point that has been made in this presentation is: PHYSICAL CONFLICT should be avoided at all costs. There ARE effective ways to accomplish this. The teacher MUST take every step necessary to insure the physical safety of all students and staff. Non-violent techniques are the ONLY acceptable ways to intervene physically. Crisis intervention techniques must be applied in this sequence: non-verbally, verbally, and then, as a last resort, physically.

Handout #1

Steps for Planning a Physical Intervention Policy

1. Know your students

   * What are some possible conflicts that may arise?
   * Would your student direct verbal abuse or physical aggression at other students or staff members?
   * How does each student respond to verbal or physical aggression?
   * Which students would you be able to manage independently and for whom would you need support?

2. Know your physical setting

   * Is there someplace in your classroom where you could isolate a student?
   * Is there a time-out room in the building?
   * How far is your classroom from support staff?
   * Does the physical environment of your classroom enhance the potential for aggression (desks close together, too many students, etc.)?
   * Can you "buzz" for help?

3. Involve support staff in planning

   * Do you agree with the kinds of interventions used with your students outside of your classroom?
   * Are support staff trained to safely manage aggressive students?
   * Do you agree with your building's administrative policies on physically managing students?
   * Is there a written policy in your school district?
   * Is there someone who could be "in charge" of other students when you are engaged in managing an aggressive student?

4. Write down specific procedures to be used in the event of a physically aggressive incident. Evaluate procedures by asking:

   * Is there a written, predetermined plan?
   * Is there a way to quickly get assistance (buzz the office, send an aide, send a student, yell)?
   * Is there someone to attend to other students? What if he or she is not available?
   * Where will any intervention take place?
   * Is everyone kept physically safe?
   * Are you as a teacher "in charge"?
   * Is there minimal verbal interaction?

Pretest/Posttest

T F 1. Physical intervention is an appropriate response to verbal abuse directed at the teacher.

T F 2. The stance of the teacher is a very important element when talking to the student during a crisis.

T F 3. If a student becomes verbally abusive, it is best to just ignore it.

T F 4. A student always responds positively to a teacher's verbal interventions if they are applied appropriately.

T F 5. A teacher doesn't need to worry about the limits he or she sets during a conflict if it calms down the student.

T F 6. A plan for physical intervention should be developed when the student appears to be losing control.

T F 7. Students want limits and want to be reminded that the teacher is in control.

T F 8. It doesn't matter if philosophies of crisis intervention are different among staff members as long as there are plenty of people around.

T F 9. Sometimes verbal aggression from a student demands a physical response.

T F 10. During a crisis situation, a student should be given consequences (both positive and negative) of choices of behavior.

Module 4. Affective Education

I. Introduction

A. Rationale

Students with emotional handicaps typically experience some or all of the following: low self-esteem, poor problem solving skills, poor interpersonal skills, limited self-awareness, and inappropriate behavior. While their cognitive processing may be intact, their learning is often inefficient because of inappropriate affect--feelings about themselves, significant others, and their environment. Borton (1970) has stated that "what a student learns in school and what he eventually becomes are significantly influenced by how he feels about himself and the world outside." Instruction in affective education, then, is essential in order to help students profit from academic instruction.

Traditionally, teachers have emphasized that certain student behaviors will not be tolerated. They provide consequences for inappropriate behaviors; yet, this alone has not helped students learn skills necessary for coping successfully outside the resource room or school setting. Nichols (1984) states that teachers can go beyond manipulating the classroom environment to foster children's academic, affective, and social growth. They can intentionally teach new thoughts, feelings, and behaviors. In fact, they should be instructing students not only for what not to do but what to do. Teachers are best equipped to provide such instruction because they work with students in their natural environment, can reinforce them for appropriate behavior which occurs naturally, and use naturally occurring situations to practice "new" behaviors.

B. Purpose

The purpose of this module, in addition to emphasizing the need for affective education, is to provide instruction in implementing three particular models:

1) cognitive-behavioral intervention training
2) social skills training
3) counseling techniques to deal with selected problem behaviors

C. Scope

It should be noted that many affective education materials exist and that this module will not cover all of them. The models selected are those which are structured, relate to specific skill deficits, and can easily be taught within the classroom both by first year and experienced teachers. Some materials have been deleted because they simply provide supplementary activities rather than a comprehensive curriculum; some (e.g., Developmental Therapy) because they require more resources than many schools have available; and some have been deleted because they require extensive training. Even though the number of models has been limited, completion of this training does not insure mastery of the skills. Further study and practice is warranted, and a necessary prerequisite for successful implementation is a positive attitude by the teacher.

D. Prerequisite Skills

This module is designed to be introduced sequentially, with skills/information in each section building upon material in earlier sections. Participating teachers should be able to self-evaluate and be aware of their affective strengths/weaknesses. Teachers, administrators, paraprofessionals, and parents may profit from this module.

REFERENCE BOOKS

Dinkmeyer, D. and McKay, G. (1982) Systematic Training for Effective Parenting: The Parent's Handbook. Circle Pines, MN: American Guidance Service.

Epanchin, B. C. and Paul, J. L. Casebook for Educating the Emotionally Disturbed. Columbus: Charles E. Merrill.

Fagen, S. A. and Hill, J. M. Behavior Management. Introduction to LSI as an Aspect of the Psychodynamic Approach.

Glasser, W. (1965) Reality Therapy: A New Approach to Psychiatry. NY: Harper & Row.

Grosenick, J. K., Huntze, S. L., McGinnis, E., and Smith, C. R. (1984) Social/Affective Interventions in Behavioral Disorders. Des Moines, IA: Division of Special Education, Iowa Department of Public Instruction.

Kendall, P. and Braswell, L. (1985) Cognitive Behavioral Therapy for Impulsive Children. NY: Guilford Press.

McGinnis, E. (1984) Teaching Social Skills to Behaviorally Disordered Youth. In J. Grosenick, S. Huntze, E. McGinnis, and C. Smith. Social/ Affective Interventions in Behavioral Disorders. Des Moines, IA: Iowa Department of Public Instruction.

Work, E. A. (1982) Teaching Behavioral Self-Control to Students. Austin, TX: Pro-Ed, p. 47.

Goal 1. The teacher will be aware of affective education curricula.

1a. The teacher will be aware of the goals of affective education.

TIME	CONTENT AND LEARNING ACTIVITIES	MATERIALS
10	1. Introduction Instructors and participants introduce themselves.	
10	2. Administer pretest.	Pretest #1
5	3. Introduce the module. a. Write these questions on the board: ● What is affective education and why should it be included in the curriculum? ● What areas are included in affective education? ● How can affective skills be taught? b. Tell participants the workshop is designed to answer these questions.	
8	4. a. To help participants think of the value of affective education, ask them to complete the Value Ranking worksheet (Handout #2), ranking items according to their value as outcomes for their own children or for their students.	Handout #2
10	b. Discuss results, tallying the two items considered most important by participants. [Participants generally choose areas such as satisfactory emotional adjustment, ability to get along, etc. Point out how these are aspects of affective education which are generally not taught in the regular curriculum. If participants choose other areas, e.g., recognition or wealth, point out that the ability to solve problems and get along are often prerequisites for achieving on the job.]	
5	5. Distribute and review Handout #3, defining affective education. Emphasize underlined words and explain.	Handout #3
5	6. Emphasize the inter-relationship between affective education, academic instruction, and behavior management. Each is necessary, and an effective program includes all.	Handout #4 Overhead

TIME CONTENT AND LEARNING ACTIVITIES MATERIALS

15 7. Have participants brainstorm some of the needs of SEH students. Write these on the board. Categorize into the nine goals of affective education listed below:

- a. self-awareness
- b. self-esteem
- c. decision-making skills
- d. problem solving skills
- e. self-control
- f. interpersonal conflict resolution skills
- g. communication skills
- h. acceptance of support and positive contact
- i. recognition of the consequences of behavior

10 8. Ask participants how they learned skills such as problem solving, self-control, and communication. Emphasize that most students learn by:

- a. modeling parents or significant others
- b. interacting with peers
- c. observing subtle cues in the environment (when to stop or change a behavior)
- d. being reinforced for appropriate behavior.

Point out that some students have not learned these skills, perhaps because of poor models, inconsistent reinforcement for appropriate behavior, difficulty in interpreting subtle environmental cues, and low self-esteem, which results in self-defeating behavior.

Emphasize:
Students with emotional handicaps need to learn interpersonal skills systematically, not randomly. Just as the student is taught reading and math concepts, he/she needs to be taught skills for effective interpersonal relationships.

15-20 Application Activity:

Participants form pairs. One person provides all the persuasive arguments he/she can think of in favor of affective education. The second person may play "devil's advocate." Following the activity, each person will state what he/she considered to be their most persuasive argument. (5 minute limit per person)

5 Administer Post-test. Same as #1

Distribute Take Home #1 Take Home #1

Pre-test/Post-test - Objective One (#1)

TRUE/FALSE

F 1. Affective education does not have to be taught as "systematic instruction."

T 2. Students with emotional handicaps are least likely to have their affective education skills rewarded.

T 3. Affective education gives coping skills to students for survival in negative, unstructured, and unorganized homes.

T 4. Some basic models for affective education are cognitive-behavioral interventions, structured learning in social skills, and counseling techniques to deal with problem behavior.

F 5. Affective education modeled and reinforced by the teacher throughout the school day are better than a daily scheduled time.

F 6. Affective education cannot strengthen student understanding of individual excellence and difference.

T 7. Affective education is here and now instruction.

F 8. Teachers do not have affective needs and voids.

T 9. An affective education belief would ask that teachers not verbalize a don't, unless it can be followed with instruction and/or demonstration for the do action or behavior.

T 10. Affective education gives major emphasis to personal freedom, value, worth, dignity, and integrity.

MATCH

(C) 1. Affective Education
(G) 2. Counseling
(E) 3. Modeling
(F) 4. Cognitive Behavior Intervention
(B) 5. Problem Solving
(H) 6. Verbal Mediation
(A) 7. Magic Circle
(D) 8. Social Skills

A. A program designed to foster communication and self-expression of students.

B. A method of assessing alternative ways of behavior and selecting the most appropriate.

C. Systematic instruction to help students acquire information, attitudes, and skills which will encourage appropriate behavior and mental health.

D. Behaviors which help persons behave in ways that are rewarded and avoid behaving in ways that are punished.

E. Demonstrating a desired behavior.

F. Strategies designed to change the thinking process so that behavior can be different.

G. Individual or group discussion to help students gain insight into themselves and their problems.

H. A process whereby a person cognitively talks him/herself through a situation in order to better internalize control.

1. Please mark the one statement with "A" which best describes your ACTUAL affective education program.

2. Please mark the one statement with "I" which best describes the IDEAL affective education program.

Affective Education*

_____ 1. Concern for affective development is limited to a general policy of courtesy and pleasantness. Affective education is in no way a planned part of the curriculum.

_____ 2. Positive affective development and climate, although recognized as worthwhile, are sought only on an impulse or "time-available" basis.

_____ 3. Affective education is recognized as worthwhile and is included on a planned but infrequent basis throughout the year. Teachers have opportunities for inservice education and consultation on the topic.

_____ 4. Affective education is recognized as worthwhile and is included on a regularly schedule basis much like other subject areas are in the weekly instructional schedule. Needs of teachers and administrators are recognized as well as those of students.

_____ 5. Affective education* is recognized as an essential component of the total curriculum, is a part of the regular daily instructional schedule, and is systematically included in carry-over activities in all subject areas. Administrators and teachers attend equally to professional colleagues' affective needs. Expert consultation is provided on affective education to both teachers and administrators.

---

*Affective education, as used here, refers to curriculum designed to facilitate the development of a positive view of self, of learning activities, and of life in school.

*Taken from Iowa Assessment Model in Behavioral Disorders.

Handout #2

Value Ranking Handout

Rank in order the outcomes below which you consider to be most important for children, with 1 being most important.

_____ 1. lots of money

_____ 2. fame/recognition

_____ 3. satisfactory emotional adjustment (happy; content with life)

_____ 4. high achievement

_____ 5. ability to get along with others

_____ 6. quick advancements on the job

_____ 7. independence; ability to solve personal problems

_____ 8. knowledge of many areas

Handout #3

Affective Education

Affective education is "systematic instruction to help students acquire information, attitudes, and skills which will encourage appropriate behavior and mental health" (Colorado Department of Education, 1980).

The need for affective education is based on three assumptions:

1. Students need instruction in the affective as well as the cognitive and psychomotor domains;
2. Many students either don't acquire or don't use information about appropriate ways of behaving; and
3. Most students are able to utilize information and skill instruction when provided the opportunity.

Take Home #1

Reading List for Affective Self-Growth and Rejuvenation

1. A Child Called Noah - A Family Journey Josh Greenfield
2. A Place for Noah Josh Greenfield
3. A Circle of Children Mary MacCracken
4. Lovey: A Very Special Child Mary MacCracken
5. City Kid Mary MacCracken
6. Son Rise Barry Neil Kaufman
7. To Love is to be Happy With Barry Neil Kaufman
8. Go Ask Alice (Prentice - Hall, 1967)
9. Ordinary People Judith Guest
10. P.S. You're Not Listening Eleanor Craig
11. One, Two, Three Eleanor Craig
12. If We Could Hear the Grass Grow Eleanor Craig
13. Lisa, Bright and Dark John Nuefeld
14. I Never Promised You a Rose Garden Green
15. Nine Rotten Lousy Kids Herbert Grossman
16. Dibs: In Search of Self Virginia M. Axline
17. There is No School on the Sixth Floor Ron Jones
18. Children with Emerald Eyes Mira Rothenberg
19. The Small Outsider Hundley
20. One Child Torey Hayden
21. Somebody Else's Kids Torey Hayden
22. Murphy's Boy Torey Hayden
23. The Throwaway Children Lisa Aversa Richette
24. Starving for Attention Cheryl Boone O'Neill
25. Too Deep for Tears Lucy Freeman (with Jenny and Rosette Spinga)
26. Sybil Flora Rheta Schreiber
27. The Best Little Girl in the World Steven Lovenkran

28. *No Language But a Cry* Richard D'Ambrosio

29. *The Minds of Billy Milligan* Daniel Keyes

30. *And I Don't Want to Live This Life* Deborah Spungen

31. *Jordi, Lisa, and David* Theodoe Isacc Rubin

32. *A Cry for Help* Mary Giffin and Carol Felsenthal

33. *The Story of Sandy* Susan Stanhope Wexler

34. *They Cage the Animals at Night* Jennings Burch

35. *Love is Not Enough* Bruno Bettleheim

36. *Haywire* Brooke Hayward

37. *Papa John* John Phillips

38. *A Home for the Heart* Bruno Bettleheim

39. *The Angel Inside Went Sour* Ester Rothman

40. *The Acorn People* Ron Jones

41. *The Way It Spozed To Be* James Herndon

42. *The Bell Jar* Sylvia Plath

43. *Going Crazy* Otto Friedrich

44. *Will The Real Teacher Please Stand Up* Mary Green

45. *One Little Boy* Dorothey Baruch

46. *Growing Up Dead* Brenda Rabkin

47. *The Fall of Freddie the Leaf* Leo Buscaglia

48. *The Tragic Tale of the Dog Who Killed Himself* Richard Jennings

49. *Hope for the Flowers* Trina Paulus

50. *The Little Prince* Antoine de Saint Exupery

51. *Tunnel Vision* Fran Arrick

52. *I'm Dancing as Fast as I Can* Barbara Gordon

53. *Up the Down Staircase* Bel Kaufman

54. *Irregular People* Joyce Landorf

55. *City Kid* Mary MacCracken

56. *No Language But A Cry* Richard D'Ambrosio

57. *For the Love of Ann* James Copeland

1b. The teacher will be aware of several models of affective education.

TIME	CONTENT AND LEARNING ACTIVITIES	MATERIALS
10	1. Use a continuum of amount of structure to illustrate the many approaches to affective education.	Mini-Presentation (Instructor)
40-45	2. Give an overview of materials/strategies which are used to provide affective education. Each participant is given a rating form (Handout #5) and as the instructor reviews the material, they rate its value for them.	Handout #5
	Cognitive-Behavioral Intervention Training	
	A. Define and give examples of self-instructional procedures, verbal mediation, behavioral self-control, and problem solving. Show participants materials such as Kendall and Braswell's book, the Think Aloud Program, Workman's book, and handouts attached.	Instructor Handout #6 Overhead on 1st sheet of #6 only
	B. Define social skills - areas included in social skills. Show materials such as the Walker Social Skills Curriculum, Getting Along with Others (Jackson et.al.), Stephens, and ASSET. Briefly discuss their formats.	(See Materials List)--Same as Take-Home #2
	C. Define counseling. Discuss briefly some techniques and show material such as Glasser's book, Magic Circle material, the Coping for Kids curriculum, and Simon et.al.'s book on values clarification.	

1c. The teacher will be aware of limitations and ethical concerns in conducting affective education.

TIME	CONTENT AND LEARNING ACTIVITIES	MATERIALS
20	1. Have participants break into small groups and discuss: - teachers' limitations in conducting affective education - ethical concerns in the teacher's conducting affective education. Have selected leader report back to large group.	
15	2. Present a summary of the article by Nichols pointing out reasons for the teacher to provide affective education. Focus also on the ethical practice, e.g., respect for the child's privacy, recognizing limitations, avoiding irrelevant details, and treating students with respect. The emphasis is on the "here and now" and not the past.	Instructor Handout #7
	3. Distribute take-home #2.	

Handout #5

Affective Education Materials

NAME Kendall & Braswell
"Cognitive Behavioral Therapy for Impulsive Children." New York: Guilford Press, 1985.

1. I would use this material because

   a.
   b.
   c.

2. I would not use this material because

   a.
   b.
   c.

NAME Camp, B. W. & Bash, M.
"Think Aloud: Group Manual." Denver, CO: University of Colorado Medical School, 1978.

1. I would use this material because

   a.
   b.
   c.

2. I would not use this material because

   a.
   b.
   c.

NAME Workman, E.A.
"Teaching Behavioral Self-Control to Students." Austin, TX: Pro-Ed, 1982.

1. I would use this material because

   a.
   b.
   c.

2. I would not use this material because

   a.
   b.
   c.

240

NAME Walker, H., et.al.
"The Walker Social Skills Curriculum." (ACCEPTS) Pro-Ed, 1983.

1. I would use this material because

   a.
   b.
   c.

2. I would not use this material because

   a.
   b.
   c.

NAME Jackson, Jackson, & Monroe.
"Getting Along with Others: Teaching Social Effectiveness to Children." Research Press, 1983.

1. I would use this material because

   a.
   b.
   c.

2. I would not use this material because

   a.
   b.
   c.

NAME McGinnis & Goldstein.
"Skillstreaming for Elementary School Children." Research Press, 1984.

1. I would use this material because

   a.
   b.
   c.

2. I would not use this material because

   a.
   b.
   c.

NAME Stephens.
"Social Skills in the Classroom." Cedars Press, 1978.

1. I would use this material because

   a.
   b.
   c.

2. I would not use this material because

   a.
   b.
   c.

NAME Herzfeld, G. & Powell, C.
"Coping for Kids." West Nyack, NY Center for Applied Research in Ed., Inc., 1986.

1. I would use this material because

   a.
   b.
   c.

2. I would not use this material because

   a.
   b.
   c.

NAME Hazel, Schumaker, Sherman, and Sheldon-Wildgen.
"ASSET: Social Skills Training for Adolescents." Research Press, 1982.

1. I would use this material because

   a.
   b.
   c.

2. I would not use this material because

   a.
   b.
   c.

Handout #6

Self-Instructional Procedures

This approach has been applied effectively with a broad range of childhood disorders and with children of varied behavioral skills. These techniques are designed to help students identify problems and options and take action. Self-instructional techniques are primarily used to guide students from covertly describing behavior to internalizing control over their behavior.

1. Self-statements

   Teach students simply to say a particular statement to themselves at a given time. For example, a child who is fearful of the dark may be taught to say to himself when he's in the dark, "I am a brave boy (girl). I can take care of myself in the dark."

2. Modeling and self-statements

   a. Select target behavior and determine baseline (e.g., responding to taunts aggressively).
   b. Play a game in which maladaptive behavior may be elicited (ask children to play game where they will be verbally taunted).
   c. Show a film modeling desired behavior, thoughts, and actions of model. Discuss coping statements. (Model remains calm and makes coping self-statements [e.g., "I'm not going to let them bug me"].)
   d. Play game again, instructing students to practice coping self-statements.
   e. In real-life situations, cue students to use self-statements.

3. Think aloud program

   The Camp and Bash Think Aloud Program (Camp & Bash, 1978) also uses cognitive modeling. They suggest the following steps:

   a. Cue the child into attending to both verbal and physical behavior of the model, e.g., "We're going to play copycat."
   b. Have the model use the verbal mediation approach:
      - What does the teacher want me to do? (Oh, she wants me to finish my work.)
      - List possible ways (I should sit down and get started). Select one (Yes, I'd better sit down now).
      - Evaluate (Did I follow my play? Is it safe? How do I feel? I sat down and got started. I feel good about that.)
      - Reinforce self (That was good. I'm going a good job now.)
   c. Have students copy model's statement aloud as they complete task with the model.
   d. Have students rehearse model's verbalization while thinking aloud (no teacher help).
   e. Have students whisper self-verbalizations as they complete the task.
   f. Have students use private speech while completing task.
   g. Evaluate performance.
   h. Reinforce students.

4. Self-directed verbal commands

Teach students to use self-directed verbal commands, such as "stop, look, and think" before responding. Visual reminder cards with these words printed on them can be used as cues.

5. Kendall's approach

Kendall & Braswell (1985) describes a 12-session format for self-instructional training which is sequenced from initially exposing the child to self-instructions and the reinforcement contingencies, having each session built upon the others, and ending with role-playing of real-life situations. Students complete activities on self-instruction for following directions, applying techniques in games, identifying emotions, generating alternative ways of handling hypothetical situations, role-playing hypothetical situations, and finally role-playing real-life situations.

Verbal Mediation

Although this approach is similar to self-instructional training, it is easier for older students who have trouble learning to memorize or transfer learned material. Verbal mediation can take several forms, from prompting to actually recreating the problem.

1. Workman (1982) describes a method of verbal mediation with written essays that become the basis for teaching appropriate skills. Either the teacher or the student prepares an essay. When the teacher prepares the essay, it describes and discusses a type of inappropriate behavior. The essay details an alternative approach and defines why it is appropriate. The essays are written at the students' vocabulary level and should relate to the variety of situations experienced by the students. When the students misbehave, they copy the essay related to the misbehavior (e.g., out of seat, talking out). If the students are able to express themselves, then they are directed to develop an essay that answers four questions:

   a. What did I do wrong?
   b. What is wrong with that behavior?
   c. What should I have been doing instead?
   d. Why should I have been doing (the behavior)?

   After the essays are written, they are discussed with the teacher. In this way, the student has both oral and written feedback as the basis for skill building.

2. Meichenbaum and Goodman (1971) teach students another way to mediate behavior verbally by listing five types of statements:

   a. Definition of Problem: "Let's see. Now what am I supposed to do?"
   b. Approach to Problem: "What are the possibilities?"
   c. Focus Attention: "I need to focus in and think of what I'm doing now."
   d. Choose an Answer: "I think this is it."
   e. Self-Reinforcement: "I did that okay."
   or
   Coping Statement: "Wait. I missed that, but next time I'll go slower and concentrate more so I can get it right."

In this method, the teacher must model the procedure for the student until the student has mastered the sequence. The steps are:

a. The teacher models task performance and talks out loud while the child observes.
b. The child performs the task, instructing him/herself out loud.
c. The teacher models task performance while whispering the self-instructions.
d. The teacher performs the task, using covert self-instructions with pauses and behavioral signs of thinking (e.g., stroking chin).
e. The child performs the task using covert self-instructions.

Behavioral Self-Control

Rather than using images and verbalizations for changing behavior, behavioral self-control methods are used to foster independent regulation of behavior. These methods allow for students to accept greater responsibility for their behavior through learning techniques of self-assessment, self-monitoring, and self-reinforcement. These techniques have been found effective for increasing task behavior and reducing disruptive classroom behaviors. It is appropriate for students of all grade levels.

Self-control interventions are divided into two types: (1) self-maintenance where students use self-control procedures to maintain behaviors acquired through external teacher control and (2) self-change where students are taught self-control procedures to acquire new behaviors. Both interventions have three stages: self-monitoring, self-assessment, and self-reinforcement.

1. Self-monitoring teaches students to observe and record their own behavior. It involves choosing behavior, defining the behavior, and selecting a measuring and recording method.

2. Self-assessment involves teaching students to assess or evaluate their behavior in order to improve it. In this step, self-instruction or self-rating may be helpful in evaluating the behavior. It is also useful to use self-monitored data when making comparisons of behavior.

3. Self-reinforcement involves teaching students to reinforce or reward themselves for appropriate classroom behaviors. These reinforcers may be tangible or covert.

The procedures can easily be translated into a systematic program. One example of theh types of activities needed for a successful self-control program follows.

a. Select the target behavior to change (e.g., increase on-task behavior in main class).
b. Devise a rating system.
c. Determine the rating system interval (e.g., a kitchen timer set to ring every five minutes).
d. Design the mechanics of the rating system.
e. Implement the monitoring system.
f. Decide on back-up reinforcers and list these on a reinforcement menu.
g. Determine the baseline number of intervals to measure success.
h. Set the criterion for reinforcement just above the number of intervals used as a baseline.
i. Change the criterion level as success is achieved.
j. Periodically change the reinforcement menu to ensure desirable reinforcers.

Problem Solving

Self-instructional programs involve problem solving, but all problem-solving approaches do not emphasize self-instructions. These approaches are cognitive-behavioral interventions because they increase the student's awareness of his or her own behavior. It is also believed that as problem-solving skills improve, social behavior improves. Problem-solving instructional experiences are most effective when they relate to real problems and experiences, increasing the student's identification with the experience and enhancing generalization.

Several problem-solving approaches are available for use in the classroom. Each incorporates similar strategies and requires that the strategies be implemented in sequence. Games, role-playing, films, literature, etc. are all utilized during instruction of the various components.

D'Zurilla and Goldfried (1971) designed a problem-solving method that can be adapted to students of any age. It requires that the teacher lead the student through five steps:

1. General orientation (Why solve problem?).
2. Problem definition and formulation (What is the problem? What do I want to change?).
3. Generalization of alternatives (What are all the things I could do in this situation?).
4. Decision making (What are the consequences of each alternative? What is the best decision at this time?).
5. Verification (How will the decision be implemented?).

Spivack and Shure (1974) developed the Interpersonal Cognitive Problem-Solving Model to teach basic concepts and skills necessary for problem-solving. Research has shown their model to be effective with preschoolers through adolescents. This model provides strategies and activities for teaching students to generate alternatives, develop means-end thinking, analyze the consequences of feelings and social behaviors, and increase social perceptiveness.

SOCIAL SKILL TRAINING

(If they learned to act that way, they can unlearn it.)

Emotionally handicapped students are deficient in social and interpersonal skills necessary for developing positive relationships in school, home, and the community. These students experience failure in social settings because of a failure to learn appropriate social skills.

The systematic teaching of social skills is crucial in curriculum for the emotionally handicapped. Instruction should be direct, systematic, and reality based. Goals and objectives in social skills are a vital part of the IEP.

Numerous social skill curricula are available for use in the classroom. These curricula should be adapted to the student's needs and the resources available to the teacher. As the curriculum is implemented, the teacher should elicit the support of parents and others who interact with the students so that they can support the students' behavioral changes. As with all curriculum goals and objectives, criteria for success and a means for measuring success should be developed (Neel, 1984).

In general, the social skill curriculum packages include similar skills, yet vary in approach. The major skill categories include:

A. Initial interaction or activity (e.g., greeting, offering assistance).

B. Maintaining an interaction or activity (e.g., listening, conversing).

C. Following rules and regulation (e.g., listening to teacher, accepting consequences).

D. Reinforcing others/displaying affection (e.g., smiling, giving compliments).

E. Giving feedback to others (e.g., telling what you don't like).

F. Attending to social cues/social expectations (e.g., good grooming, eye contact).

G. Providing information (e.g., answering questions, expressing feelings).

H. Indicating preferences (e.g., dealing with choices, negotiating).

I. Coping with negative situations (e.g., seeking help, dealing with a fearful situation).

J. Dealing with anger (e.g., receiving accusations, apologizing).

K. Terminating an interaction or activity (e.g., leaving when an activity is completed, leaving when a situation is negative).

L. Problem-solving (e.g., gathering information, accepting abilities and limitations).

An example of an approach used to teach social skills is structured learning therapy (Goldstein, A. P., Sprafkin, R. P., Gershaw, N. J., E. Klein, P. [1980]). Several steps are involved in setting up a program:

A. Select students for training (Which students would be amenable to/ benefit from training?).

B. Determine skills to be taught. This would include a pretest, assessing student skills prior to training.

C. Assess pre-training performance levels. This would be invluded on the above pretest. Other assessment procedures may be sociometric data or direct observation.

D. Provide training, using the four-step teaching procedures:

   1. Model the desired skill:

      a. demonstrate behaviors in a clear, detailed manner;
      b. in order from least to most difficult;
      c. with some repetition; and
      d. with several individuals serving as models.

2. Have students role play the desired skill. By practicing or role playing the behavior, the student is able to try out the new behaviors without risk of failure. This helps make them feel more confident and helps to prepare them for difficult interpersonal situations. This practice is the most important part of the training program and probably the one students will like most if they can overcome the initial feelings of being self-conscious and afraid of being laughed at. Some students will be resistive to practicing and will need to be urged. This urge should be non-threatening, maybe an expression of understanding.

3. Give feedback on performance. Crucial to the success of this program is the ability to give feedback in a constructive, non-threatening way. Always give a student a chance to be successful and reinforce his success. Also, provide a supportive atmosphere for feedback.

4. Practice the behavior in other settings (e.g., homework). Students think of situations at home or school where they are to practice the skills and evaluate their performance. A reinforcement system should be established, contingent upon group rules, for participating in role plays and practicing identified skills.

E. Evaluate the results. Re-assess student skills using the skill checklist.

1. The Walker Social Skills Curriculum (ACCEPTS) (1983).

This program was designed to: (1) facilitate social development of handicapped children, (2) prepare them to meet behavioral demands and expectations of less restrictive settings, and (3) improve social acceptance of handicapped children by non-handicapped peers.

The instructional package includes training units in classroom skills, basic interaction skills, getting-along skills, making friends skills, and coping skills.

The sequence for teaching the skills is:

Step 1: Definition and guided discussion
Step 2: Positive example
Step 3: Negative example
Step 4: Review and restatement of skill definition
Step 5: Positive example
Step 6: Activities
Step 7: Positive example
Step 8: Criterion role play
Step 9: Informal contracting

2. Getting Along with Others: Teaching Social Effectiveness to Children (Jackson, Jackson, & Monroe, 1983).

This program contains materials for 17 two-hour sessions. Skills range from following directions to saying "no" to stay out of trouble, and each session follows a general format:

a. Go over homework for the session
b. Provide relaxation training
c. Introduce the skill (and steps involved in implemeting it)
d. Model appropriate example
e. Ask students for behavior components of skill
f. Ask children to role play
g. Ask children to give positive feedback
h. Ask children for rationales for using skill
i. Lead children through reality check (what to do when the skill doesn't work)
j. Provide snack time
k. Provide activity time where students can informally exhibit skills

This program is best suited for mental health center groups rather than schools due to the length of the sessions. Adaptation is needed for groups in schools.

3. Social Skills in the Classroom (Stephens, 1978).

This book describes social skills, assessment tasks, and teaching strategies. The program emphasizes evaluation as to whether the skill is present and not being used appropriately or whether the skill is simply not present. The teaching strategy of choice is either modeling and teaching absent skills or reinforcing skills which the student has but doesn't use appropriately.

4. Teaching Children Self-Control: Preventing Emotional and Learning Problems in the Elementary School (Fagen, Long, & Stevens, 1975).

Fagen and Long's self-control curriculum is designed as a preventive program in teaching self-control skills. It helps children deal with feelings and emotions, teaches self-control, and helps students cope with pressures and frustration.

The curriculum contains eight skill clusters, the first four being more closely related to cognitive skills (e.g., sequencing and ordering) and the latter four related to affective skills (e.g., inhibition and delay). Each curriculum area contains an introduction, rationale, description of units, and learning tasks.

5. ASSET: Social Skills Training Program for Adolescents (Hazel, Schumaker, Sherman, & Sheldon-Wildgen, 1982).

This program is designed to teach specific social skills to adolescents with behavior problems. It contains a leader's guide with skill sheets and checklists and eight videotapes to model the skills being taught.

Specific steps are taught for each skill, including both verbal and nonverbal behavior. Skills are practiced and applied through games and home notes.

The eight skills to be taught include:

a. giving positive feedback
b. giving negative feedback
c. accepting negative feedback
d. resisting peer pressure
e. problem solving
f. negotiation
g. following instructions
h. conversation

6. Responsible Assertive Behavior (Lange & Jakubowski, 1976).

Assertiveness training programs are similar to social skills training. However, they invlude more emphasis on belief systems and help students discriminate between passive, aggressive, and assertive students.

COUNSELING STRATEGIES

(Let's talk. . . .)

Counseling is "individual or group discussion to help students gain insight into themselves and their problems, to share feelings and concerns in a confidential and supportive manner, and to plan and evaluate personal tools" (Colorado Department of Education, 1980).

In the class for emotionally handicapped students, counseling may be formal or informal. The teacher may take the counseling role which may be augmented by support personnel. Some techniques include:

A. Empathic/Reflective Listening in which the teacher responds to the child in a way that indicates empathy or understanding of the student's feelings. Example: Teacher verbally states students' feelings (e.g., "You seem angry because someone hit you" or "It really makes you happy when you make an A").

B. Redirection is guiding a child back to task through an alternative motivation. Example: Teacher notices a child behaving inappropriately (e.g., getting ready to throw paper across the room) and provides an alternative response (e.g., says, "Here's a wastebasket for you").

This technique shows the child a more appropriate response, refocuses attention, and avoids unnecessary confrontation.

C. Interpretation involves assisting the child in connecting behavior and feelings. Example: "It makes you mad when you don't get what you want."

D. Reality Therapy uses direct questioning to help students examine actions and develop a plan for changing inappropriate behavior to appropriate behavior.

At the individual level, the steps include:

1. Establish good rapport with student.
2. If the child behaves inappropriately, ask what he is or was doing (If he doesn't answer, teacher describes it).

3. Guide student to evaluate behavior (Is it helping you? the class? me? If yes, how?). If the student says it helps, teacher may state his/her conclusions.
4. Ask student to make a plan by listing alternative behaviors.
5. Direct student to make commitment to one of alternatives (What will you try?). Be sure student commits himself to something.
6. Follow through to see if plan was implemented.
7. If not implemented, allow student to experience natural consequences.
8. If student refuses to participate in the process, isolate him/her from class until he/she is ready to participate. (Isolation should be nonpunitive.)

At the group level, the following steps are followed:

1. Seat students in a circle.
2. Hold group meetings. Glasser (1965) recommends daily meetings at the elementary level (10-30 minutes) and two meetings per week for adolescents.
3. Decide on the type of meeting. (Teachers of students with emotional handicaps frequently use the meeting for arriving at solutions for individual or class problems.)
4. Introduce the topic. (The teacher may do this initially, and later students are likely to bring up concerns.)
5. Ask students to respond to the problem, but be sure to (a) keep discussion directed toward solving the problem, (b) help students understand that many solutions exist, and (c) enforce the group's decision.

E. Relaxation Training involves teaching students to alternately relax and tense various muscle groups in a systematic order; e.g., from the facial area to feet and then the complete body.

Guided imagery is sometimes used in conjunction with relaxation. This approach requires the student to imagine a very pleasant environment or circumstance (which aids in relaxation) and then to recall this environment/situation in stressful situations. This strategy is useful for students who are anxious and worry excessively.

F. Supportive Peer Groups are designed to teach students new ways of behaving through using the strength and support of the peer group. This method helps students confront their problems and helps them change. It increases interpersonal communication. Supportive peer groups rely on group meetings.

1. Teacher and student develop a general problem list. The number of problems should be limited.
2. Teacher reviews rules of the group.
3. Students share a problem that occurred that day and what happened. Have peers offer alternatives to the problem behavior. Teacher must direct the group.
4. Peers and teachers resolve the issue.

G. Magic Circle Program helps children label affect and improves verbal skills. It requires minimal time and is easily interwoven into daily events. It contains a structured curriculum.

Methods in this program include approximately 15-20 minutes each day in set aside group time. Group rules are established, and students alternately respond verbally to a theme such as "a time when I was embarrassed. . . ."

H. Teacher Feedback and Review is important in helping individual students demonstrate appropriate behaviors. Life Space Interview is an example of feedback and review. This method facilitates open communication between teacher and student, encourages students' listening and verbal expression skills, provides verbal and social reinforcement for appropriate performance, encourages student self-monitoring and assessment, and clarifies and reinforces expectations.

I. Creative Activities include role play, music, art, creative writing, play, story telling, bibliotherapy, drama, and puppetry. Activities must be motivating for the student. Activities which entertain and arouse curiosity through creativity and fantasy accomplish this especially well in a deliberate, yet symbolic, means of expression.

J. Values Clarification is an approach which suggests that teachers should teach values in a systematic and responsible manner. In values clarification, teachers avoid moralizing and instilling values. Students are helped to develop their own value systems through activities basedon the themes of prizing one's beliefs and behaviors, choosing one's beliefs and behaviors, and acting on one's beliefs (Simon, Howe, & Kirschenbaum, 1978).

Take-Home #2

Materials

Camp, B. W. and Bash M. (1981) Think Aloud. Increasing Social and Cognitive Skills: A Problem-Solving Program for Children (Primary Level). Champaign, IL: Research Press.

Coloreso, B. (1983) Discipline: Creating a Positive School Climate. Colorado: Media for Kids.

Goldstein, A. P., Sprafkin, R. P. Gershaw, N. J., and Klein, P. (1980) Skillstreaming the Adolescent. Champaign, IL: Research Press. (Book & Tapes)

Hazel, J. S., Schumaker, J. B., Sherman, J. A., and Sheldon-Wildgen, J. (1982) ASSET: A Social Skills Program for Adolescents. Champaign, IL: Research Press.

Herzfeld, G. and Powell, R. (1986) Coping for Kids. West Nyack, NY: Center for Applied Research in Ed., Inc.

Jackson, N., Jackson, D., and Monroe, C. (1983) Getting Along with Others: Teaching Social Effectiveness to Children. Champaign, IL: Research Press.

Kendall, P. and Braswell, L. (1985) Cognitive Behavioral Therapy for Impulsive Children, New York; Guilford Press.

McGinnis, E. and Goldstein, A. P. (1984) Skillstreaming the Elementary School Child. Champaign, IL: Research Press.

Stephens, T. (1978) Social Skills in the Classroom. Columbus, OH: Cedars Press, Inc.

Walker, H., McConnell, S., and Holmes, D. (1983) The Walker Social Skills Curriculum: The ACCEPTS PROGRAM. Austin, TX: Pro-Ed.

Wells, R. H. (1986) Personal Power: Succeeding in School. Portland, OR: ASIEP.

Workman, E. A. (1982) Teaching Behavioral Self-Control to Students. Austin, TX: Pro-Ed.

INSTRUCTOR ONLY

Handout #7

from Nichols, P. (1984). Down the up staircase - the teacher as therapist. Social/affective interventions in behavior disorders. Des Moines, IA: Division of Special Education, Iowa Department of Public Instruction.

Premise 1: By excluding what we believe to be our purview, i.e. counseling and psychotherapeutic interventions, we limit our potential as child helpers.

The teachers' and psychotherapists' views described in the preceding two sections are in agreement: teachers should not mess around with psychotherapy — that is the domain of warm, humanistic mental health professionals; teachers have neither the time nor the training to deal directly with serious emotional disturbance. They can be expected to create a structured environment in which the "primary goal is not to increase the child's personal insights but to achieve certain academic objectives" (Clarizio, p. 4).

I believe that this view is nonsense. It represents a perpetuation of myths: (a) about psychotherapy — that all of it is at heart psychodynamic in nature; (b) about psychotherapists — that they and they alone can be trained to be holders of the sacred flame of healing; and (c) about teachers — that our domain is limited to structuring classrooms and must not include restructuring the children themselves.

Myth A - Psychotherapy. Like most stereotypes, these three contain historical elements of simple truth that have been elaborated and perpetuated out of bounds. The first was born out of the pervasive influence of Freud's theory that created an identity in the public mind between psychodynamics, psychoanalysis and psychotherapy. Psychoanalysis is indeed a psychotherapy, but it is only one of three or four major branches of psychotherapy, others being behavioral and existential-humanistic (Hersher, 1970). Because its practice is generally very long term and can only be carried on in private therapy sessions, and because its focus is on uncovering the past and the unconscious, there is little the teacher can do to fit the psychoanalytical model except provide a classroom in which the children can regress without repression. A roomful of children regressing without repression is not one where teachers can readily ply their teaching trade; the libidinous and the anal are not the basics they are comfortable getting back to, and so psychodynamics and education have long since gone their separate ways.

Notice, however, the power of specific words. To many educators, psychoanalysis and psychodynamics are dirty words. They represent not only Freud's theory itself, which they may deem unproven or even absurd, but the frustration, irritation and professional rejection that accompany teachers' unwillingness or inability to participate as full partners in its use. By linguistic extention, the same feeling seems to have become associated with the word psychotherapy, from which the two psycho- words are not distinguished.

By cognitive extension, then, it happens that the notion of psychotherapy, healing the mind and spirit, is the baby that gets thrown out with the psychoanalytic bathwater. Such is the power of words that we have tended to categorize anything listed under the rubric *psychotherapy* of being as irrelevant to our profession and of as little help to our children as psychoanalysis is. Similarly, if with less intensely negative feeling, we have not fully explored helping activities under the heading of counseling. Counseling is for counselors as psychotherapy is for psychotherapists or, perhaps, psychoanalysts, psychiatrists or psychologists — counseling and psychotherapy are *not* for educators.

This has handicapped us with a kind of tunnel vision. Later I will outline some of the things counselors and psychotherapists are doing with practical promise for us in our classrooms. We must at least investigate them. It seems as preposterous to me that we not work directly on children's serious educational disturbance as it would seem if teachers of the visually impaired did not teach Braille or teachers of the learning disabled did not remediate reading. They could adjust their students' school environments to accommodate their major academic handicaps by taping all their lessons for them, but it seems clear to me that our special education mandate is to teach skills that will enable children to participate more normally in all aspects of their lives, not just academic endeavors. As the blind child needs mobility training, the ED/BD child needs cognitive and affective training, and to the extent that such skills are teachable, teachers must take responsibility for teaching them.

In saying this, I am not damning our work so far as irresponsible; I believe that, in practice, we have for years been actively and profitably engaged in psychotherapeutic endeavors. Our classrooms probably represent the most pervasive and extensive use in society today of behavioral therapy, a major branch of psychotherapy, and many teachers spontaneously employ skills and concepts that counselors would term humanistic or client-centered. I simply suggest that by sharpening our perceptions of these activities as being psychotherapeutic, we can open our minds and improve our skills in many ways we have traditionally deemed outside our ken.

Myth B - Psychotherapists. Review the long quotation from Clarizio earlier in this paper. His section title was "Psychiatric Versus Educational Model," and the list of the *them* who are versus the *us* are "mental health or psychoeducational specialists (psychologists, psychiatrists, social workers and counselors)" and "psychodynamically oriented clinicians." Clarizio goes on to summarize the aspects of inappropriate advice that mental health professionals give teachers clearly in terms of psychodynamic theory:

1) involving just one child at a time;
2) having a primary goal of increasing a child's personal insight;
3) being permissively accepting;
4) dealing with the subconscious;
5) focusing on problems other than real ones in the present situation.

This is a good example of Myths A and B as the author leaps to the summary thought that all these mental health professionals would be likely to give the same advice. In fact, the terminology and concepts quoted are clearly from the mouth of one of psychodynamic persuasion; many other therapists and counselors would disagree as vigorously with them as Clarizio does. I call Myth B the Ann Landers response to problems. When Ann's advice is sought by someone in deep emotional trouble, her urgent advice is to "seek professional help." Readers figure she means someone of the sort Clarizio mentions; that professional help exists as a specific thing that will heal, and that in all likelihood this help will be analytical and will involve delving into causes in one's psychosexual past.

In fact, individual professional helpers are a highly diverse group both within and between professional backgrounds; about the only absolute statement possible is that, of those mentioned, only psychiatrists can prescribe drugs. Some psychiatrists do so a lot, others very little. On the East Coast, they are likely to be psychodynamically oriented, in the Midwest, behaviorist. Some engage in direct psychotherapy, others mainly conduct interviews and manage cases, leaving actual counseling and training to social workers or psychologists. I work on a children's psychiatric unit and have visited others; each distributes staff and responsibilities differently. When I read Ann Landers' column and realize that my colleagues and I are part of "professional help," I am struck by how amorphous that is, how full of human variability and fallibility, and how imperfect the struggle we "experts" put up in trying to help.

The ED classroom teacher, pressed for time, short of help and feeling unqualified to counsel, often seeks the Ann Landers solution. The point to be made here is that if teachers have specific changes they want to see made in their children's school behaviors, they are likely to be more satisifed with work they get done in their own space than that administered elsewhere by an external therapist or counselor. As Walker (1979) says about the problem of generalizing change, "*What you teach is what you get*, and *where you teach it is where you get it*." (p. 298) Teachers need not defer to professional helpers — teachers are already professional helpers, experts in specific techniques of behavioral therapy. If we have a need to broaden our skills to include other helping strategies, we are at least as capable of doing so as most other professionals. We need more good training and materials we can get when we need them, but until they are forthcoming, we can use our teaching know-how to make what is available work.

If mental health professionals not trained as teachers can use our technology, surely we teachers not trained as counselors can learn to apply our techniques to their content and help the youngsters in our classes.

Teachers should not feel that in order to be effective counselors they must embark on extra degree programs. Paraprofessionals have been trained in relatively short times to work effectively with people, and a review of 80 studies shows their impact can be as high as or higher than fully trained professionals (Carkhuff, 1968). Hackney, Ivey and Oetting (1970) report teaching one of their secretaries the specific skill of attending in a 20-minute session using videotape feedback and practice. They then taped her in an interview with a student where her performance was judged to be "like a highly skilled, highly experienced counselor" (p. 345). Gardner describes training various paraprofessionals in schools to counsel successfully with troubled children (1975). If these inexperienced people can become effective counselors, teachers who are already knowledgeable about difficult children and who have a primary career focus in helping them surely can, too.

Myth C - Teachers. Just as the words we use to describe what we do to a large extent shape what it is that we do, so the terms we use to describe our profession both reflect and shape our professional character. All aspects of the field of special education for the emotionally/behaviorally handicapped became fully elucidated in 1972 with the publication of the first of the four-volume *Study of Child Variance* by the University of Michigan's Conceptual Project in Emotional Disturbance (Rhodes and Tracy, 1972). The perspective of six schools of thought about emotional disturbance — psychodynamic, behavioral, ecological, biophysical, sociological and counter-theoretical — and their relationship to teaching, were described.

Most textbooks written since *Child Variance* have laid out a menu of these approaches from which the teacher-in-training will presumably choose. (For instance, Shea, 1978; Paul and Epanchin, 1982). After this broad-minded introduction, however, it soon becomes clear that there are basically two opposing camps, that they are in vigorous theoretical disagreement, and that each particular author is committed to one or the other. One camp perceives the task of the teacher to be changing children's observable behaviors by structuring a classroom environment where academic and social learning will occur. The other perceives the task of the teacher to be changing children's perceptions of themselves in relationship to past and present events by individualizing a classroom program where academic learning and personal insight will occur. The most frequently used semantic shorthand terms for these camps are *behavioral* for the first and *psychoeducational* for the second; therein lies in the confusion.

Behaviorism has always had the advantage of being operationalized by its very nature into concrete and specific things-to-do with clear-cut means of assessing their efficacy. From Hewett's description of his engineered classroom in 1968 to the present, the use and acceptance of this technology has grown exponentially. Ten years ago, it seemed to me that the hardest task for teacher-trainers was to convince young teachers that creating warm, accepting classroom climates with an emphasis on teacher/student rapport was not enough, that they needed to provide structure, or "B-Mod," to help children change. Now I believe the excesses we are likelier to see among less-experienced ED/BD teachers are over-reliance on external structuring techniques. Because these perspectives have often been formulated and articulated in direct reaction against each other we have created an adversarial, either/or mind set about them. Compare these statements in regard to causal factors of children's problems:

> No technical procedure will help (the teacher) to overcome a child's resistance to learning, unless she understands the child's motivation and knows how to improve it, if necessary. Any teacher can acquire this knowledge by studying psychodynamics . . . (Dreikurs, 1968, p. 4).
>
> The special educator has two primary responsibilities: first to make sure that he or she does no *further* disservice to the child; and second, to manipulate the child's present environment in order to cause more appropriate behavior to develop *in spite of* past and present circumstances that cannot be changed (Kauffman, 1981, p. 286).

Note also the dates of these statements. The unreasonable exaggeration, the stereotype that has emerged from such recent thought as Kauffman's, is that ED/BD teachers have permission and know-how *only* to "manipulate the environment," *only* to deal with concerns of "appropriate behavior," and, by implication, should keep their hands off that which they cannot see or count. The further elaboration of these notions is that if teachers should deal directly with children's thoughts and emotions, they might really do "further disservice" because they have not been trained to do so. All professional groups guard the secret flames they hold sacred against encroachment by other disciplines, and so teachers have been amply reinforced for these humble views by other mental health professionals.

Premise 2: Psychoeducation has been redefined in current psychological theory and now has much to contribute to and gain from educational technology.

In reading for this paper, I discovered that we educators have had a flame stolen from our professional sanctuary. We all know what the word psychoeducational means. It was identified and elaborated as one of the concepts in the *Child Variance* books where it is defined: "Psychiatric and educational emphases are of equal importance. Educational decisions are made with a consideration of underlying disturbance in the child" (Hoffman, 1974, p. 111). We also can probably name the main proponents of psychoeducation thus defined — for instance, Redl (1959), Morse (1979), Fagen and Long (1970) — and its main components:

> . . . that educational decisions should be based on the consideration of unconscious motives and underlying conflicts; that learning should be pleasant and relevant to the student; that group processes and crisis situations should be utilized to develop insight; that the teacher should establish an empathic relationship with the student; and that, although the teacher must enforce necessary limits, flexibility is important (Brown, G. B., 1981, p. 104).

Thus defined, psychoeducation is most often used as a label for the opposing camp to behaviorism. It suggests connections with psychiatry and with psychodynamic theory (though they themselves may be quite disconnected), with the past and the internal rather than with the present and overt.

While the behaviorists among us were dismissing psychoeducation as soft-headed or at least second-rate, and the psychoeducators were restating their positions and trying to come up with efficacy data to support them, the counseling psychologists took over the term and made it theirs. In doing so, I believe they have built a bridge back to education that child-helpers from both territories can walk across and meet upon. Contrast these psychologists' descriptions of *psychoeducation* with the educational ones quoted above:

> Within the past five years, there has been a good deal of promulgation of the view that psychological practitioners ought to consider educational training as a therapeutic modality . . . Most of the advocates of such an approach agree that the educational model means psychological practitioners seeing their function not in terms of abnormality (or illness) → diagnosis → prescription → therapy → cure; but rather in terms of direct dissatisfaction (or ambition) → goal setting → skill teaching → satisfaction or goal achievement. The person being served is seen as analogous to a pupil, rather than a patient (Authier, Gustafson, Guerney and Kasdorf, 1975, p. 31).

Authier and his colleagues go on extensively to review the literature of educational therapy as it has been applied in psychiatric hospitals with adult patients. They do so to make their point that the method is not limited just to relatively mild problems. Teaching activities have included instruction, homework,

All professional groups guard the secret flames they hold sacred against encroachment by other disciplines.

The psychoeducator uses here-and-now data to help children make plans and build skills.

modeling, guided participation, practice and feedback. The teaching has been tutorial or in small classes. The curriculum is as diverse as systematic desensitization of phobias, sex therapy, alcohol treatment, assertiveness and human relations training, and the theory of operant conditioning. The focus is the medium, not the message, and the medium is what we educators know best.

It is not surprising that many traditional counselors and psychotherapists take a very dim view of this trend as it becomes stronger. Psychologists are now moving into the same kinds of opposing camps on the issues that educators have long entrenched themselves in. Some fear that a skills approach to counseling will be mechanistic and that the individuality of persons will become lost (Noted by Ivey, 180). Others have concerns about the lack of a clear theoretical base for psychological education, and some appear reluctant to lose a certain kind of power and influence associated with the role of the doctor-like therapist or high priest and to open their methods to scrutiny (Authier et al., 1975). Just as we thought all along!

If mental health professionals who have not been trained as teachers can use our technology to help adults in psychiatric settings learn new ways of responding to others and managing their lives, surely we teachers who have not been trained as counselors or psychotherapists can learn to apply our teaching techniques to their curriculum content and help the still malleable youngsters in our classes.

The psychoeducational activities to be described here are quite opposite those ascribed earlier by Clarizio to mental health professionals.

1) Instead of working with one child at a time, the psychoeducator works regularly with class groups.
2) Instead of the primary goal being to increase children's insight, it is to improve the quality of their responses to their environment.
3) Instead of being permissively accepting, the psychoeducator forceably seeks change.
4) Instead of dealing with the subconscious, the psychoeducator deals with overt behaviors and with such covert behavior as the self-talk that sparks them.
5) Instead of dealing with problems outside of present situations, the psychoeducator uses here-and-now data to help children make plans and build skills for next time.

Of course this is not unheard of — it is already being done in many ED/BD classrooms. New programs that include complete lesson plans written by psychologists to guide teachers in providing therapy for their students in teacherly ways have been published since 1980 and will be described later; Schneider and Robins' *Turtle Manual* has been a resource for teachers of disruptive children since 1975. What I propose is that we not wait for more programs to be published for us, but that we use the therapeutic skills we have, master the ones we need, and assume responsibility for helping our children generate more rewarding thoughts and feelings that will, in turn, generate more adaptive behavior. If we apply social learning theory and the Direct Instruction technology from our domain to the content of the psychotherapists' domain and master the skills of intentional communication from the counselors' domain we can design or modify our own helping curriculum.

Premise 3: Teachers can go beyond the manipulation of the classroom environment to foster children's academic, affective and social growth. They can intentionally teach children new thoughts, feelings and behaviors.

Semantics again: In his book *Counseling and Psychotherapy*, Allen Ivey (1980) uses the term intentionality to describe the mature and effective counselor or psychotherapist. It brought to mind an educational term, Direct Instruction, a model of teaching that assumes neither entry nor mastery levels of achievement without having directly taken responsibility for careful teaching. *Intentionality* conveys the same sense of purposeful direction and precision. Ivey describes the intentional counselor as a person with a sense of capability and an awareness of his or her interaction with the environment. He or she has a broad response repetoire from which to draw the particular response that will be helpful whatever the age, socioeconomic or cultural background of the person to be helped. Three major skills are:

1) The ability to generate a maximum number of verbal and nonverbal sentences to communicate with self and others.

If you can remember guiding ED/BD students through lessons on feeling expression, you know what immobility, the opposite of intentionality is — "stuckness," frozen patterns of responding, the rigid inability to communicate.

2) The ability to generate a maximum number of sentences to communicate with a variety of diverse groups within the culture.

Our groups, parents and children, will not only be culturally diverse; they will be of diverse ages and developmental levels. Here the opposite of intentionality runs the gamut from being patronizing to obtuse to rejecting.

3) The ability to formulate plans, act on many problems existing in a culture and to reflect on these actions. (p. 8-11)

This is a key concept. The intentional counselor directs talk ultimately toward plans, actions the client can practice, apply and generalize.

Summary

Psychoeducational interventions use teaching technology to provide preventive activities, counseling or psychotherapeutic help to children and adolescents in school. Many excellent resources are available, but to suit our preference and the children's needs, we may have to modify them or develop our own sets of lessons. This can be achieved if we take careful notice of our students' functional levels and teach intentionally. The phrase *Intentional Psychological Instruction* is meant to convey: (1) the use of as many components of Direct Instruction as are required to teach cognitive and behavioral skills to mastery in the least amount of time; and (2) the use of as many techniques of intentional counseling as we can learn to communicate therapeutically with our students and help them progress toward long-term goals.

In the example to follow, "shoulds" are discussed. Here are some shoulds for us to bear in mind as we take on psychoeducational challenges in our classrooms.

We should abide by the same ethical guidelines that counselors use (Ivey, 1980), chiefly these:

1) **Respect children's rights and personal privacy** — within the boundaries of a teacher's responsibility. Our students need to know that we cannot keep knowledge confidential that could lead to harm of themselves or others.

2) **Recognize our limitations**. Our arena is the classroom, our stage the small group meeting, our teaching is in psychoeducational skills training and empathic, problem-solving communication skills. Our concerns are the here-and-now thoughts, feelings and behaviors of our children. It is not our business to make psychiatric diagnoses or attempt to root out psychosexual causes of our students' problems. Not only could such activities cause harm to the children, they would not be particularly useful to us. We have plenty to do in our own domains!

3) **Avoid asking irrelevant details**. In our profession, such details are most likely to be sought about a child's family life and history. Fascinating as some such horror stories may be, they are not our business to learn or to spread. Again, focusing on them is likelier to hurt than to help if we use them as excuses for writing off the child's potential to develop and change.

4) **Treat our students as we would like to be treated** — with respect, dignity, kindness and honesty. Notice that this excludes harsh, demanding confrontation, a counseling style that is sometimes affected but may truly do harm.

If we follow these guidelines, we will meet our responsibility to, in Kauffman's words, "do no *further* disservice to the child" as we meet our greater responsibility to help the child thrive emotionally, cognitively and socially as well as academically.

Workshop 3

Goal [illegible]. The teacher will be able to develop a classroom environment conducive to affective development.

2a. The teacher will be able to maintain an appropriate classroom climate.

TIME	CONTENT AND LEARNING ACTIVITIES	MATERIALS
5	1. Introduction	
10	2. Administer pretest	Handout #8
10	3. Administer classroom climate inventory	Handout #9
10	4. Discuss these in small groups, with the assigned group leader reporting on the overall rating by the group and quickly listing strengths and ways to improve. All participants should review classroom checklist to enhance role playing.	Handout #10 (Classroom Climate Checklist)
20	5. Six participants will be asked to role play, using a script of a classroom situation. Other participants rate the classroom climate, using the classroom climate checklist.	Handout #11 (Role-playing Script)

Handout #8

Pre-test/Post-test Classroom Climate

F 1. Classroom climate is the building, room, and furniture. It has nothing to do with teacher attitude and planning.

T 2. When students verbally and physically abuse a teacher, the teacher must not take the abuse personally.

T 3. If the teacher is not polite and positive within his/her classroom, (s)he does not have the right to expect polite and positive from his/her students.

F 4. A highly skilled, very intelligent, and structured teacher in a plush and well-equipped classroom does not need a sense of humor.

T 5. When teachers have several students not following non-complicated directions, the teacher should check her communication skills.

F 6. Group activities are not necessary for students who are emotionally handicapped.

F 7. The clasroom environment has nothing to do with affective education.

8. Write two statements a teacher could use to ask a student to do an errand for her.

   a.

   b.

9. Write two statements a teacher could use as an alternative to "shut up."

   a.

   b.

10. Write two written teacher responses on graded papers that creates anger and frustration in students. Then write alternative responses which would help prevent the anger.

   a.

   b.

Handout #9

Classroom Climate Inventory

Rate yourself below on each item with 1 meaning a very low level and 5 meaning a very high level.

1. I maintain a carefully structured classroom by having well-defined rules and schedules. 1 2 3 4 5
2. I encourage successful participation of each student in the classroom. 1 2 3 4 5
3. I provide opportunities for students to discuss feelings. 1 2 3 4 5
4. I am aware of students' interests. 1 2 3 4 5
5. I incorporate counseling techniques into my daily routine. 1 2 3 4 5
6. I try to prevent the occurrence of problem behavior. 1 2 3 4 5
7. My classroom philosophy is positive. 1 2 3 4 5
8. When students misbehave, I strive to teach them a more appropriate way to handle the situation. 1 2 3 4 5
9. My students are supportive and encouraging with each other. 1 2 3 4 5
10. My students absenteeism rate is low. 1 2 3 4 5
11. My students feel comfortable in my class. 1 2 3 4 5
12. Negative discussions are avoided in my room. 1 2 3 4 5
13. I am present at school regularly. 1 2 3 4 5
14. When students get angry with me, I do not take their reactions personally. 1 2 3 4 5
15. I model effective interpersonal skills with my students. 1 2 3 4 5
16. I model effective coping skills with my students. 1 2 3 4 5
17. I display confidence in my students and they are aware of this. 1 2 3 4 5
18. I am able to view situations from the perspective of my students. 1 2 3 4 5
19. I respect, trust, and value my students. 1 2 3 4 5
20. I maintain a sense of humor. 1 2 3 4 5

Handout #10

Classroom Climate Checklist

I. Teacher Characteristics and Teaching Style

A. Feeling tone manifested:

____Anxious
____Relaxed
____Pleasant
____Quiet
____Shouting
____Cheerful
____Courteous
____Short-tempered
____Fair
____Self-assured
____Indifferent

B. Work with pupils:

____Total group
____Small group
____Individual

Time allotment ratio: ____________to____________
group individual

C. Expression of feelings:

Reveals:
____anger
____fear
____sadness
____love
____acceptance
____pride
____sense of humor

Expressed:
____verbally
____voice tone
____facial expression
____general demeanor

D. Error Behavior:

____acknowledges own errors
____covers up errors

E. Discipline:

____Makes expectations clear
____Follows through with "promised" consequences
____Talks over precipitating behavior with child
    ____clearly ____matter-of-factly ____angrily
    ____interprets child's feelings about situation to him
____Elicits commitment for improved behavior from child
____Holds child responsible for own behavior
____Accepts word of peers in learning of and acting upon misbehavior

II. Instructional Dimensions

A. Instructional Methods

1. Teacher communication behavior

____Complimentary, courteous.
____Rude, belittling

Teacher comments directed to:
____total group
____individuals

____Teacher mediates all in-class communications

Teacher adaptation to individual differences:
____Too complex ____Oversimplified

2. Instructional Methods

a. Questioning techniques of the teacher

____Open-ended

____Single, correct answer

____Accepts unusual questions

____Ignores, belittles them

____Presses for immediate response

____Encourages taking time

b. Direction giving

____Highly specific, exact

____Incomplete

____Unclear

____One step at a time

____Multistep

____Leaves out details/allows leeway

____Allows for creativity

____Match a model

____Multisensory

____Demonstration

c. Class discussion

____Humor accepted

____Levity unappreciated

____Discussion cut off

____Expression of ideas encouraged

____Pupil comments redirected to encourage further discussion

d. Evaluation of work

____Pupil evaluated

____Teacher evaluated

____Group evaluated

____Not evaluated

____Correction of errors expected

____Errors are belittled, impatience with them

____Encouragement, concern about errors shown

____Improvement suggested constructively

Pupil behavior

____Hostile to criticism, argues

____Accepts/analyzes criticism

____Accepts/pleased with praise

____Responds negatively to praise

____Willingly admits, reveals errors

____Afraid of errors

f. Correction/Marking Method

____Number wrong

____Number correct

____%

____Verbal comments, positive

____Verbal comments, negative

____Wrong answers marked

____Correct answers marked

____Both

*Feedback:

____that day ____on the spot ____next day
____later in activity
How much?____

g. Teacher's out of class availability to students:

____Between classes, periods ____Recess
____After school ____Before school
____Lunchtime ____Other (specify)______
____

h. Overall classroom climate

Poor Excellent

1 2 3 4 5

III. Classroom Social Environment

A. Group Climate

1. Leadership (by students): Weak Strong

1 2 3 4 5

2. Attraction/Cohesion: (between students) Many Cliques Few Cliques

1 2 3 4 5

3. Norms (of students): Incongruent w/teacher rules Congruent w/ teacher rules

1 2 3 4 5

Weak Strong

1 2 3 4 5

4. Communication: Infrequent Frequent

1 2 3 4 5

Ambiguous Clear

1 2 3 4 5

B. Student's approximate position in the "pecking order": Low High

1 2 3 4 5

C. Group role (if any) adopted by student:
(describe: i.e., clown, scapegoat, bully, etc.)________________
____
____
____

D. Small Group Work

____Work cooperatively ____Work in isolation
____Work face-to-face ____Work facing same direction

E. Students assist one another____

F. Address teacher by name____ Address teacher as "Teacher"____

Handout #11

Role-Playing Script

2b. The teacher will be able to demonstrate invitational behavior and appropriate behavioral modeling.

TIM CONTENT AND LEARNING ACTIVITIES MATERI S

5 INTRODUCTION.

Affective teacher statements model positive social skills and coping skills, therefore, creating a positive classroom climate.

Do students that are emotionally handicapped need consistent modeling of affective skills by their teacher? Yes

Do teachers of the emotionally handicapped have any excuses for not using affective skills consistently in the classroom? No

*Read #1 before viewing tape.

1. Teacher praising student.

   Praise can be more difficult for our students than criticism. It is necessary for teachers to ask students if they are pleased or proud of their work. If a student is not pleased, we should respect his/her opinion. If a student is pleased, you should receive his/her permission to praise their work in front of others.

*Start tape; stop tape after this situation.

*Read #2 before viewing next situation.

2. You won't believe this, but __________."

   This statement is common among students with emotional handicaps. A teacher needs to explain to students that the student will be trusted and believed until the student exhibits behavior to change this trust and belief.

*Start tape; stop tape after this situation.

*Read #3 before viewing next situation.

3. Teacher apologizing to her student.

Teacher must model appropriate manners if they expect to receive appropriate manners from their students. If students produce failing and/or unacceptable work, the teacher should take responsibility for not communicating in the students learning style. "Do over," bleeding papers, and frowning faces are poor cover ups for teacher errors, not students'.

*Start tape; stop tape after this situation.

*Read #4 before viewing next situation.

4. Teacher demonstrating alternatives to, "I've told you once!"

Remember that students would not put themselves in the vulnerable position of appearing ignorant or being put down if they had a choice.

*Start tape; stop tape after this situation.

*Read #5 before viewing next situation.

5. Teacher statement used for putting the student in control for correcting minor negative classroom behaviors.

Teachers like to correct their minor negative behaviors before others demand the change; students are no different.

The statements, "What am I getting ready to ask you?" and "Can you read my mind?" put the student in the position of control for behavior and decision-making. This is a technique that makes the teacher aware of the students growth in these areas and initiates pleasing teacher behaviors.

*This is the last situation.

Administer post-test

Same as
Handout #8

WORKSHOP 4

Goal 3. The teacher will be able to design specific affective education activities.

3a. The teacher will be able to describe appropriate instructional goals for affective education activities.

3b. The teacher will be aware of several resources for appropriate affective education activities.

TIME	CONTENT AND LEARNING ACTIVITIES	MATERIALS
	1. Introduction - Summarize purpose/goals. Administer pretest.	Handout #12
	2. Hand out the Sample Case Study and have participants read it. Then conduct a discussion, focusing on: a. affective needs of student b. appropriate affective goals c. appropriate affective objectives d. an appropriate program plan	Handout #13 Sample Case Study (John) Handout #14 Sample answers for instructor use (Overhead 4 sheets)
	3. Break participants into small groups and have them work with Case Studies 1-3, addressing the 4 questions above. They will be given a participant Case Study Worksheet on which to put their answers. Appoint small group leaders and have them report the affective education plans to the large group.	Handout #15 Participant Cast Study Worksheet Handout #16 Case Studies 1-3
	4. Administer posttest.	Same as Handout #12

Handout #12

Module Leader

The case study on William is the pretest and posttest.

As the pretest, participants will do affective needs, affective goals, and appropriate program.

As the posttest, participants will review their pretest to see if they still agree with their answers.

Pretest/Posttest

William is an eight year old boy who has completed the second grade. Referring problems, according to mother, include stealing, setting fires, school phobia, and fear of flushing toilets. This same behavior is expected at school.

William's teacher has consistently reported his absentee record to school officials. School officials report that mother makes up excuses for William rather than verify her lack of control. William's father is not bothered with school information because the mother does not want William physically abused as he has been in the past.

You are the receiving EH teacher. What immediate affective program would you develop for William?

Affective needs of William

a.

b.

c.

d.

e.

Appropriate Affective Goals for William

1.

2.

3.

4.

5.

William's Affective Plan(s)

Handout #13

Sample Case

John is a 15 year old ninth grader. He is in good health and lives with his parents and four older siblings. John was developmentally delayed as a child and has always been protected and relatively free from expectations and responsibilities.

When John was referred initially as a seventh grader, he was described as immature and childish. Specific problem behaviors then (and now) include poor eye contact, a tendency to stay alone, and extreme awkwardness in social situations.

Academic assessment data revealed average intellectual ability but some difficulty with verbal expression. Psychological assessment indicated feelings of anxiety, inadequacy, and fear of interpersonal situations.

Handout #15

Participant Case Study Worksheet

Case:

Affective Needs:

IEP Goals:

Annual Goal:

Short-Term Objectives	Suggested Teaching Strategies: Methods and Materials	Evaluation Procedures	Criteria: Successful Performance
		Charting; Behavior Log; Teacher observation	90%

Handout #16

Case 1

Leon is a nine year old male who lives with his mother and older sister. He ws diagnosed as hyperactive when he was in kindergarten and has consistently had difficulty maintaining attention. Problematic behaviors, in addition to his activity level, include failure to complete work, difficulty getting along with peers, and subsequent feelings of anxiety and low self-esteem.

Academic assessment revealed low average intellectual ability and below average achievement.

279

Case 2

Julie is an eleven year old female who lives with her mother and eight year old sister. Her parents are divorced, and she has minimal contact with her father. Julie's intelligence falls within the average range, and her achievement is average. Her grades are frequently poor, however, because of failure to participate or complete work.

Julie's behavior includes tantrums, fighting with peers, abusive language, and intermittent acts of physical aggression. She appears to be extremely angry, to be mistrusting of others, and to be frustrated in her attempts to find acceptance. She is relatively communicative when she's not angry but "clams up" in conflictual situations.

Case 3

Jennifer is a six year old female. She lives with her mother, step-father, and 15 year old step-brother. Jennifer's early development was normal, although it is noted that she is increasingly isolated herself from other children. Problems began to intensify after the second marriage. Sexual abuse has been reported but not confirmed.

Jennifer was referred for assessment by classroom teachers who describe her behavior as being withdrawn, moody, and irresponsible. Jennifer has been hostile and uncontrollable only when she has been sent home for illnesses. Assessment information indicates that Jennifer is of above average intelligence with strengths in visual processing and in verbal expression. Moderate weaknesses were noted in discrimination abilities. Academically, Jennifer's grades tend to be in the low average range.

Psychological assessment reveals feelings of anxiety, fears of interpersonal rejection, and severely deficient self-esteem.

Goal 3: The teacher will be able to design specific affective education activities.

3c. The teacher will be able to conduct group meetings conducive to affective education activities.

TIME	CONTENT AND LEARNING ACTIVITIES	MATERIALS
	1. Present mini-lecture on how to conduct group meetings and types of group meetings that may be held.	Handout #17 Mini-Lecture
	2. Divide into groups of 6-10 and have volunteers conduct one of the types of group meetings. The instructor should move from group to group, keep participants on task, answer questions, and give feedback.	
	3. Administer posttest.	Handout #12

Handout #17

Mini-Lecture: Conducting Group Meetings

Leader Characteristics:

The leader has several major tasks:

1. Keep the group on target (according to goals for the session).
2. Be sensitive to students and listen to what they have to say.
3. Be enthusiastic.
4. Provide a positive, helping, and supportive environment. Encouragement, rather than criticism, leads to more effective learning.

Physical Setting:

A specific area should be consistently used for the group sessions. Many teachers prefer arranging chairs in a horseshoe fashion with leaders as a part of the group. This gives them a chance to observe appropriate or inappropriate behavior and to provide reinforcement as needed.

Group Rules:

Specific behavioral rules should be established prior to beginning the groups. Rules may include the following:

1. wait until another person has finished talking before you begin to speak;
2. remember to keep your hands and feet to yourself; and
3. show that you are listening to others when it's their turn to talk.

Rules should be specific and phrased in a positive manner. It is also helpful to review them periodically and to post them in the classroom.

Tips:

Group meetings should cease if student interest wanes or if goals are not being met. This will prevent student's experiencing it in a negative way. Later, the process may go more smoothly.

Types of Group Meetings

1. Some teachers hold group meetings twice daily at the beginning and at the end of the day. During the morning meeting, class rules are reviewed, individual goals are recited, and all students have an opportunity to discuss any problems they are experiencing or talk about generally anything that is of interest. This is not a period of idle conversation but an exchange of information which enhances social skills. All students are expected to follow group rules. The culminating activity for the day is the afternoon class meeting. At this time, a student's behavior checklist is reviewed to compute the points he/she earned into percentages. The percentages are sent home with the students to inform parents of their child's performance for the day. Before learning the class meeting, each child is required to compliment him/herself on something he/she did well during the day. After complimenting him/herself, he/she praises each of his/her peers for exhibiting a specific appropriate behavior.

2. *Glasser (1965) recommends following the steps below for group meetings.

   a. Seat students in a circle.
   b. Hold group meetings. At the elementary level, daily meetings of 10-30 minutes are recommended. Two meetings per week are recommended for adolescents.

3. Decide on the type of meeting. It may be a discussion of a particular problem, but it seems relevant for teachers of the emotionally handicapped to use it for arriving at solutions for individual or class problems.

4. Introduce the toppic. (The teacher may do this initially, but later students may bring up concerns.

5. Ask students to respond to the problem, but be sure to: (a) keep the discussion toward resolving the problem; (b) help students understand that solutions exist; and (c) implement the solution.

6. Supportive peer groups are designed to teach students new ways of behaving through using the strength and support of the peer group.

   Advantages: 1) helps students confront their problems and gives them strength to change them.
   2) encourages better interpersonal communication.
   3) promotes a better understanding of behavior.

---

*Glasser, W. (1965) Reality Therapy: A New Approach to Psychiatry. NY: Harper and Row.

Techniques:

1. Teacher and students form a generic problem list. Items should be very general, e.g., self-concept problems, anger, authority problem, etc.; and will vary according to the age level of students. As the group is begun, the teacher may begin the list by saying one of the class rules is, "No hurting" (either one's self or others, property, or feelings).

2. Set up group meetings at scheduled times.

3. Arrange chairs in a circle.

4. Hold group meetings. Students tell peers about any problems they've had during the day, giving the name of the problem and what happened. They then state alternatives to the problem behavior. The techer directs the group, and peers and teacher resolve the issue.

Guidelines:

- The number of problems to discuss is limited.
- Students are not allowed to blame others or give excuses for what they've done.
- Care and help are two key elements of the meeting.
- If a child cannot identify problems, the teacher or peers may help.
- Good listening skills are stressed.
- When a student shares a problem area, peers offer suggestions, and the teacher needs to keep the meeting focused.

WORKSHOP 5

Goal 4: The teacher will be able to develop student's problem solving and coping skills.

4a. The teacher will be able to design a cognitive-behavior intervention program.

TIME	CONTENT AND LEARNING ACTIVITIES	MATERIALS
10	1. Introduce the workshop.	
	Administer pretest.	Handout #18

	2. Mini-presentation by instructor.
	- Why teach cognitive/behavioral techniques?
	- Effective for whom?
	- What are the techniques?
	  * self-instruction/verbal mediation
	  * behavioral self-control
	  * problem solving (write these on the board)
		Handout #19
		Instructor
		(overhead)

	3. Ask participants to visualize the following scenario: You've had a car accident. You're alone and you are hit by another car. What are you saying to yourself? How will you act? Write down a few responses from participants. Poiint out that some people would panic and seem unable to think, some may become very emotional and perhaps unable to act, some would become angry or depressed, and still others would remain very rational and think through what needs to be done. Point out that students also have different reactions and sometimes behave in impulsive ways not in their best interests, thus, the need for skills in verbal mediation.	
5	4. Give a brief overview of simple cognitive-behavioral techniques: - self-statement - self-directed verbal commands	
5	5. Demonstrate with volunteers how these could be used with a child who is fearful of answering because he may be wrong.	

TIME	CONTENT AND LEARNING ACTIVITIES	MATERIALS
10	6. Have participants think of alternative self-statements for students who: - are afraid of the dark (I'm brave. I can take care of myself.) - answer without thinking (stop, look, think) - thinks no one likes him because no one sat by him at lunch (maybe they all wanted to sit elsewhere. They usually sit by me.) - says he's dumb (I had trouble with my work today, but I often do well. I'm not dumb.)	
15	7. Distribute case study on Scott. In groups of 4-6, discuss what self-statements he may need to change in order to function better. Decide what alternative self-statements should be.	Handout #20
10	8. Introduce verbal mediation using an essay format. Distribute Handout #21. Discuss merits of this approach. Discuss how it could be used with "Scott."	Handout #21 Instructor (overhead) Handout #22 Participant
15	9. Introduce Meichenbaum and Goodman approach (See Handout #23). Use script (Handout #24), with one person acting as teacher and another as student in order to demonstrate this technique.	Handout #23 Instructor (overhead)
20	10. Ask participants to pair off and take turns using the technique themselves with the problem of reading a bus schedule. (See Handout #24 for the problem as well as the steps in the mediation process.) Discuss internal feeling when participant is in a situation where they are focused to read bus or train scheduled.	Handout #24 Participant
10	11. Briefly discuss the Kendall program. (Instructor has Kendall Book; information is on pages 179-209.) Kendall (1985) describes a 12 session format for self-instructional training which is sequenced from initially exposing the child to self-instructions and the reinforcement contingencies and each session is built upon the others, ending with role-playing of real-life situations. Students complete activities on self-instruction for following directions, applying the techniques to skill acquisition in academic areas, applying techniques in games, identifying emotions, generating alternative ways of handling hypothetical situations, role-playing hypothetical situations, and finally role-playing real-life situations. Note to share with participants after exercise: When a potential bus rider asked the staff at the bus station how to read the schedule, the answer they received was, "We don't ride the bus because we can't r[illegible] the schedule."	

TIME	CONTENT AND LEARNING ACTIVITIES	MATERIALS
	A manual including specific activities [illegible] included in the appendix of Cognitive Behavioral Therapy for Impulsive Children by P. Kendall and L. Braswell, Guilford Press, 1985. See Instructor Handout #20. (Make the Kendall book available for participants who want to see it after the workshop.)	
10	12. Introduce the concept of behavioral self-control and go over the example. (Instructor Handout #25) Show the Workman book and point out that it's a "how to" book.	Handout #25 Instructor
15	13. In small groups, decide how self-assessment, self-monitoring, and self-reinforcement could be used with Scott.	
5	14. Write the steps of problem solving on the board: a. defining the problem b. listing alternatives c. evaluating the alternatives d. deciding e. implementing the decision	
15	15. In small groups of 3, role-play Scott's problem (fighting with peer). Have one participant be the teacher who guides the problem solving, another be Scott, and the third be the observer.	
	Administer posttest.	Same as Handout #18

Handout #18

Pretest/Posttest

Cognitive-Behavioral Intervention

Match up with correct approach:

C 1. This approach is similar to self-instruction training, it is easier to implement and is useful for older students who have trouble following various rules.

E 2. This approach requires students to initially make covert statements about their behavior and finally to internalize these to establish voluntary control over their actions.

D 3. This approach believes that if the thinking process is changed or enhanced, the behavior is likely to be different.

A 4. This approach teaches students to mediate behavior verbally with five types of statements.

B 5. This approach includes three steps: self-assessment, self-montoring, and self-reinforcement.

A	Meichenbaum-Goodman Approach
B	Behavioral Self-Control
C	Verbal Mediation
D	Cognitive Behavioral Interventions
E	Self-Instructional/Verbal Mediation

6. Write yes or no

yes _____Social skills have a strong relationship with achievement.

yes _____Social skills have a strong relationship with peer acceptance.

yes _____Social skills have a strong relationship between peer acceptance in childhood and adjustment in adulthood.

yes _____Social skills have a strong relationship with job success.

Participant Handout #20

Case Study

Scott is a ten year old male. He is an only child that lives with his father.

Scott was referred by his teachers because he is impulsive and aggressive towards his peers and authority figures. Teachers report that Scott can be very cooperative, but when angered or frustrated he will lose all control.

Assessment data reveals above average intelligence with above average math skills and slightly below average reading skills. Scott's art teacher believes that his art work and projects indicated gifted ability.

Recently Scott was in a serious physical fight with a classmate. The student had made fun of Scott's art project.

Participant Handout #22

1. What did I do wrong?

   I was talking without permission while Ms. James was teaching class.

2. What is wrong with talking without permission?

   Talking without permission keeps myself and other students from hearing the teacher, and I will miss out on something that might be on a test. If I miss out on one part of the class, I won't understand the rest, and I will become bored. If I talk without permission, I will have to write an essay like this or I will have to stay after school.

3. What should I have been doinng instead of talking?

   Instead of talking, I should have been listening to Ms. James and following the lesson. If I wanted to say something, I should have raised my hand for permission.

4. Why should I have been listening and following the lesson?

   I should have been listening and following the lesson so I would understand it and make a good grade on the test. I should have raised my hand for permission to speak so as not to disrupt the class. If I had obtained permission, I could have spoken without getting in trouble.

Taken from Workman, E. A. (1982) Teaching Behavioral Self-Control to Students. Austin, TX: Pro-Ed, p. 47.

Participant Handout #24

TABLE 5-1. Content of self-instructional procedures.

Problem definition:	"Let's see, what am I supposed to do?"
Problem approach:	"I have to look at all the possibilities."
Focusing of attention:	"I better concentrate and focus in, and think only of what I'm doing right now."
Choosing an answer:	"I think it's this one. . ."
Self-reinforcement:	"Hey, not bad. I really did a good job."
or	
Coping statement:	"Oh, I made a mistake. Next time I'll try and go slower and concentrate more and maybe I'll get the right answer."

Bus Schedule

1. You live close to 7th and Wabash. You need to be at work by 8:00 a.m. Your office is close to Dreiser Square.

   a. What bus do you take?________________________

   b. What time must you leave?____________________

   c. What time do you arrive?_____________________

   d. What bus would you take home? Your office hours are 8:00 a.m.-5:00 p.m.________________________ No, you cannot call a cab or hitchhike!

ROUTE SCHEDULES

"S" - Saturday service times
Prepared by: WCIEDD
REGULAR FARE - 50¢
CHILDREN 5yrs OLD & UNDER RIDE FREE
FOR MORE INFORMATION, CALL:
235-0109

WEST TERRE HAUTE

7th & Wabash	Paris & Sumner	5th & Ferris	Hwy. 40 & 3rd
5:45	5:52	6:00	6:04
6:15	6:22	6:30	6:34
6:45	6:52	7:00	7:04
7:15	7:22	7:30	7:34
7:45	7:52	8:00	8:04
8:15	8:22	8:30	8:34
8:45	8:52	9:00	9:04
9:15	9:22	9:30	9:34
9:45S	9:52	10:00	10:04
10:45S	10:52	11:00	11:04
11:45S	11:52	12:00	12:04
12:45S	12:52	1:00	1:04
1:45S	1:52	2:00	2:04
2:15	2:22	2:30	2:34
2:45S	2:52	3:00	3:04
3:15	3:22	3:30	3:34
3:45S	3:52	4:00	4:04
4:15	4:22	4:30	4:34
4:45S	4:52	5:00	5:04
5:15	5:22	5:30	5:34
5:45S	5:52	6:00	6:04

NORTH 19th

7th & Wabash	19th & Locust	Indust. Park	CBS	Vigo Home	19th & Locust
• 5:45	6:00	——	6:15	6:18	6:30
• 6:15	6:30	6:40	6:45	6:48	7:00
• 6:45	7:00	7:10	7:15	7:18	7:30
7:15	7:30	7:40	7:45	——	8:00
• 7:45	8:00	8:10	8:15	8:18	8:30
8:15	8:30	——	8:45	——	9:00
• 8:45	9:00	9:10	9:15	9:18	9:30
• 9:15S	9:30	——	9:45	9:48	10:00
•10:15S	10:30	——	10:45	10:48	11:00
•11:15S	11:30	——	11:45	11:48	12:00
12:15S	12:30	——	12:45	——	1:00
• 1:15S	1:30	——	1:45	1:48	2:00
• 2:15S	2:30	2:40	2:45	2:48	3:00
• 2:45	3:00	3:10	3:15	3:18	3:30
3:15S	3:30	3:40	3:45	——	4:00
• 3:45	4:00	4:10	4:15	4:18	4:30
4:15S	4:30	4:40	4:45	——	5:00
—	—	—	—	—	—
• 5:15S	5:30	---	5:45	5:48	6:00

This trip serves Industrial Park
•This trip serves Vigo County Home

SOUTHSIDE

7th & Wabash	10th & Wash'ton	19th & Margaret	13th & College
5:45	5:50	5:58	6:05
6:15	6:20	6:28	6:35
6:45	6:50	6:58	7:05
7:15	7:20	7:28	7:35
7:45	7:50	7:58	8:05
8:15	8:20	8:28	8:35
8:45	8:50	8:58	9:05
9:15S	9:20	9:28	9:35
10:15S	10:20	10:28	10:35
11:15S	11:20	11:28	11:35
12:15S	12:20	12:28	12:35
1:15S	1:20	1:28	1:35
2:15S	2:20	2:28	2:35
2:45	2:50	2:58	3:05
3:15S	3:20	3:28	3:35
3:45	3:50	3:58	4:05
4:15S	4:20	4:28	4:35
4:45	4:50	4:58	5:05
5:15S	5:20	5:28	5:35
5:45	5:50	5:58	6:05

PLAZA NORTH

7th & Wabash	Twelve Points	Plaza North	Lafayette & Haythorne	Plaza North	Maple & 3rd St
6:15	6:25	6:33	6:35	6:45	6:55
7:15	7:25	7:33	7:35	7:50	7:55
8:15	8:25	8:33	8:35	8:50	8:55
9:15S	9:25	9:33	9:35	9:50	9:55
10:15S	10:25	10:33	10:35	10:50	10:55
11:15S	11:25	11:33	11:35	11:50	11:55
12:15S	12:25	12;33	12:35	12:50	12:55
1:15S	1:25	1:33	1:35	1:50	1:55
2:15S	2:25	2:33	2:35	2:50	2:55
3:15S	3:25	3:33	3:35	3:50	3:55
4:15S	4:25	4:33	4:35	4:50	4:55
5:15S	5:25	5:33	5:35	5:50	5:55

SOUTH 7th

7th & Wabash	South-land	Regional Hospital	Towne South	South-land
5:45	6:00	6:10	6:20	6:25
5:15	6:30	6:40	6:50	6:55
6:45	7:00	7:10	7:20	7:25
7:15	7:30	7:40	7:50	7:55
7:45	8:00	8:10	8:20	8:25
8:15	8:30	8:40	8:50	8:55
8:45	9:00	9:10	9:20	9:25
9:15S	9:30	9:40	9:50	9:55
9:45S	10:00	10:10	10:20	10:25
10:15S	10:30	10:40	10:50	10:55
10:45S	11:00	11:10	11:20	11:25
11:15S	11:30	11:40	11:50	11:55
11:45	12:00	12:10	12:20	12:25
12:15S	12:30	12:40	12:50	12:55
12:45S	1:00	1:10	1:20	1:25
1:15S	1:30	1:40	1:50	1:55
1:45S	2:00	2:10	2:20	2:25
2:15S	2:30	2:40	2:50	2:55
2:45S	3:00	3:10	3:20	3:25
3:15S	3:30	3:40	3:50	3:55
3:45S	4:00	4:10	4:20	4:25
4:15S	4:30	4:40	4:50	4:55
4:45S	5:00	5:10	5:20	5:25
5:15S	5:30	5:40	5:50	5:55
5:45S	6:00	6:10	6:20	6:25

SOUTHEAST

7th & Wabash	Meadows Center	Brown & College	19th & Poplar
5:45	5:55	6:00	6:05
6:15	6:25	6:30	6:35
6:45	6:55	7:00	7:05
7:15	7:25	7:30	7:35
7:45	7:55	8:00	8:05
8:15	8:25	8:30	8:35
8:45	8:55	9:00	9:05
9:15S	9:25	9:30	9:35
10:15S	10:25	10:30	10:35
11:15S	11:25	11:30	11:35
12:15S	12:25	12:30	12:35
1:15S	1:25	1:30	1:35
2:15S	2:25	2:30	2:35
2:45	2:55	3:00	3:05
3:15S	3:25	3:30	3:35
3:45	3:55	4:00	4:05
4:15S	4:25	4:30	4:35
4:45	4:55	5:00	5:05
5:15S	5:25	5:30	5:35
5:45	5:55	6:00	6:05

HONEY CREEK

7th & Wabash	Dreiser Square	Honey Creek	K-Mart	1st & Wheeler	Dreiser Square
5:45	5:50	6:05	6:15	6:20	6:30
6:15	6:20	6:35	6:45	6:50	7:00
6:45	6:50	7:05	7:15	7:20	7:30
7:15	7:20	7:35	7:45	7:50	8:00
7:45	7:50	8:05	8:15	8:20	8:30
8:15	8:20	8:35	8:45	8:50	9:00
8:45	8:50	9:05	9:15	9:20	9:30
9:15S	9:20	9:35	9:45	9:50	10:00
9:45S	9:50	10:05	10:15	10:20	10:30
10:15S	10:20	10:35	10:45	10:50	11:00
10:45S	10:50	11:05	11:15	11:20	11:30
11:15S	11:20	11:35	11:45	11:50	12:00
11:45S	11:50	12:05	12:15	12:20	12:30
12:15S	12:20	12:35	12:45	12:50	1:00
12:45S	12:50	1:05	1:15	1:20	1:30
1:15S	1:20	1:35	1:45	1:50	2:00
1:45S	1:50	2:05	2:15	2:20	2:30
2:15S	2:20	2:35	2:45	2:50	3:00
2:45S	2:50	3:05	3:15	3:20	3:30
3:15S	3:20	3:35	3:45	3:50	4:00
3:45S	3:50	4:05	4:15	4:20	4:30
4:15S	4:20	4:35	4:45	4:50	5:00
4:45S	4:50	5:05	5:15	5:20	5:30
5:15S	5:20	5:35	5:45	5:50	6:00
5:45S	5:50	6:05	6:15	6:20	6:30

EAST WABASH

7th & Wabash	K-Mart	17th & Locust	K-Mart
5:45	5:52	6:00	6:02
6:15	6:22	6:30	6:32
6:45	6:52	7:00	7:02
7:15	7:22	7:30	7:32
7:45	7:52	8:00	8:02
8:15	8:22	8:30	8:32
8:45	8:52	9:00	9:02
9:15S	9:22	9:30	9:32
10:15S	10:22	10:30	10:32
11:15S	11:22	11:30	11:32
12:15S	12:22	12:30	12:32
1:15S	1:22	1:30	1:32
2:15S	2:22	2:30	2:32
2:45	2:52	3:00	3:02
3:15S	3:22	3:30	3:32
3:45	3:52	4:00	4:02
4:15S	4:22	4:30	4:32
4:45	4:52	5:00	5:02
5:15S	5:22	5:30	5:32
5:45	5:52	6:00	6:02

12 POINTS

7th & Wabash	9th & 3rd Ave	Garfield Towers	Union Hospital
5:45	5:50	5:55	5:59
6:15	6:20	6:25	6:29
6:45	6:50	6:55	6:59
7:15	7:20	7:25	7:29
7:45	7:50	7:55	7:59
8:15	8:20	8:25	8:29
8:45	8:50	8:55	8:59
9:15S	9:20	9:25	9:29
9:45S	9:50	9:55	9:59
10:15S	10:20	10:25	10:29
10:45S	10:50	10:55	10:59
11:15S	11:20	11:25	11:29
11:45S	11:50	11:55	11:59
12:15S	12:20	12:25	12:29
12:45S	12:50	12:55	12:59
1:15S	1:20	1:25	1:29
1:45S	1:50	1:55	1:59
2:15S	2:20	2:25	2:29
2:45S	2:50	2:55	2:59
3:15S	3:20	3:25	3:29
3:45S	3:50	3:55	3:59
4:15S	4:20	4:25	4:29
4:45S	4:50	4:55	4:59
5:15S	5:20	[illegible]	5:29
5:45S	5:50	5:55	5:59

EAST LOCUST

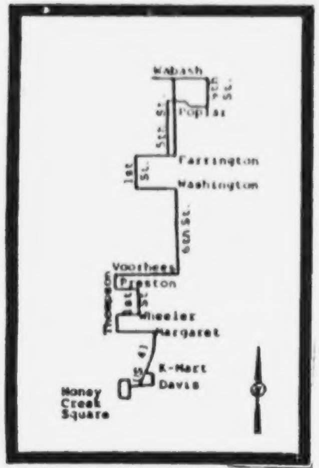
7th & Wabash	21st & Spruce	25th & Beech	21st & Locust
5:45	5:51	6:00	6:04
6:15	6:21	6:30	6:34
6:45	6:51	7:00	7:04
7:15	7:21	7:30	7:34
7:45	7:51	8:00	8:04
8:15	8:21	8:30	8:34
8:45	8:51	9:00	9:04
9:15S	9:21	9:30	9:34
9:45S	9:51	10:00	10:04
10:45S	10:51	11:00	11:04
11:45S	11:51	12:00	12:04
12:45S	12:51	1:00	1:04
1:45S	1:51	2:00	2:04
2:15	2:21	2:30	2:34
2:45S	2:51	3:00	3:04
3:15	3:21	3:30	3:34
3:45S	3:51	4:00	4:04
4:15	4:21	4:30	4:34
4:45S	4:51	5:00	5:04
5:15	5:21	5:30	5:34
5:45S	5:51	6:00	6:04

SOUTH 17th

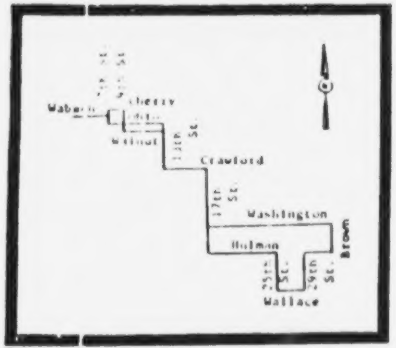
7th & Wabash	17th & Crawford	25th & Wallace	17th & Crawford
5:45	5:50	6:00	6:05
6:15	6:20	6:30	6:35
6:45	6:50	7:00	7:05
7:15	7:20	7:30	7:35
7:45	7:50	8:00	8:05
8:15	8:20	8:30	8:35
8:45	8:50	9:00	9:05
9:15	9:20	9:30	9:35
9:45S	9:50	10:00	10:05
10:45S	10:50	11:00	11:05
11:45S	11:50	12:00	12:05
12:45S	12:50	1:00	1:05
1:45S	1:50	2:00	2:05
2:15	2:20	2:30	2:35
2:45S	2:50	3:00	3:05
3:15	3:20	3:30	3:35
3:45S	3:50	4:00	4:05
4:15	4:20	4:30	4:35
4:45S	4:50	5:00	5:05
5:15	5:20	5:30	5:35
5:45S	5:50	6:00	6:05

BEST COPY AVAILABLE

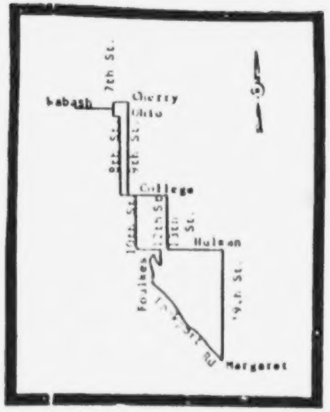
HONEY CREEK


Wabash
9th St.
Poplar
5th St.
Farrington
1st St.
Washington
6th St.
Voorhees
Preston
Thompson
3rd St.
Wheeler
Margaret
US 41
K-Mart
Davis
Honey Creek Square

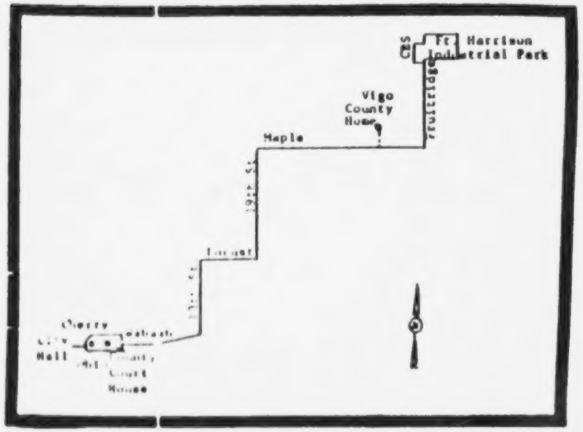
SOUTH 17th


Wabash
Cherry
Ohio
Walnut
13th St.
Crawford
17th St.
Washington
Holman
Brown
25th St.
29th St.
Wallace

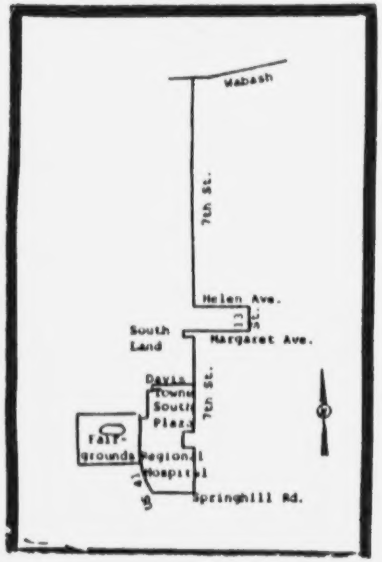
SOUTHSIDE


Wabash
7th St.
Cherry
Ohio
8th St.
9th St.
College
10th St.
12th St.
13th St.
Holman
Fowlkes
19th St.
Margaret

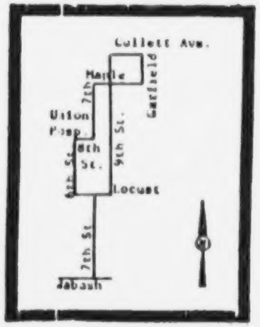
NORTH 19th


Ft. Harrison Industrial Park
US 41
Fruitridge
Vigo County Home
Maple
19th St.
Locust
13th St.
Cherry
Wabash
City Hall
County Court House

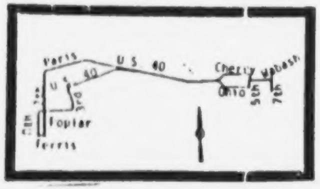
SOUTH 7th


Wabash
7th St.
Helen Ave.
13 St.
South Land
Margaret Ave.
Davis
Towne South Plaza
7th St.
Fairgrounds
Regional Hospital
US 41
Springhill Rd.

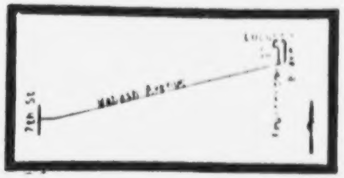
12 POINTS


Collett Ave.
Maple
7th St.
Garfield
Union Hosp.
8th St.
9th St.
6th St.
Locust
7th St.
Wabash

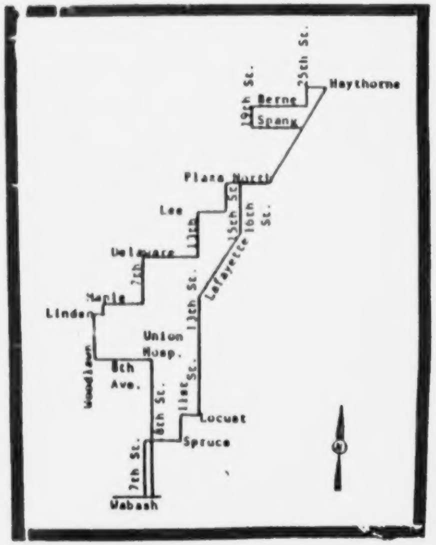
WEST TERRE HAUTE


Paris
U.S. 40
U.S. 40
Cherry
Wabash
Ohio
5th
7th
3rd
7th
Poplar
Ferris

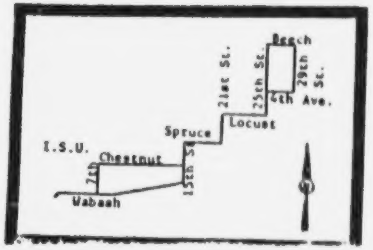
EAST WABASH


7th St.
Wabash Avenue
Locust

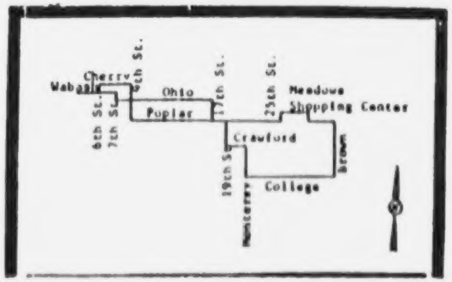
PLAZA NORTH


19th St.
25th St.
Berne
Haythorne
Spang
Plaza North
Lee
15th St.
16th St.
Delaware
13th St.
Lafayette
13th St.
Maple
Linden
Union Hosp.
Woodlawn
8th Ave.
11th St.
8th St.
Locust
Spruce
7th St.
Wabash

EAST LOCUST


Beech
21st St.
25th St.
29th St.
4th Ave.
Spruce
Locust
I.S.U.
Chestnut
7th
15th St.
Wabash

SOUTHEAST


Wabash
Cherry
9th St.
Ohio
17th St.
25th St.
Meadows Shopping Center
Poplar
6th St.
7th St.
Crawford
Brown
19th St.
Monterey
College

Instructor Handout #25

III. BEHAVIORAL SELF-CONTROL

Why teach?

(1) The approach enables students to give themselves feedback on their behavior.
(2) Students accept greater responsibility for their behavior.
(3) Students maintain behaviors and generalize more frequently to other situations.

For whom?

Helpful for students who exhibit off-task behavior; low completion of tasks; and disruptive behavior--appropriate for elementary, junior high, and senior high students.

Strategy:

Behavioral self-control (BSC) includes three steps:

(1) Self-assessment. Here students assess or evaluate their behavior in order to improve it. It may include rating themselves on a scale, learning to cue themselves to perform tasks in a particular manner, or learning to think about and evaluate consequences of behavior. In this step, self-instruction, verbal mediation, or self-ratings may be used.

(2) Self-monitoring. This procedure involves teaching the student to k[illegible] a record of given behaviors. It may involve frequency or interval self-monitoring.

(3) Self-reinforcement. This involves teaching students to reinforce or reward themselves for appropriate classroom behaviors. These reinforcers may be tangible or covert.

Example:

Because Robert, a 10 year old student, exhibited much off-task behavior, his teacher decided to teach the Behavioral Self-Control approach to him. She began with self-assessment where she (a) selected the target behavior to change (increase on-task behavior), (b) devised a rating system (She used a zero to two rating system which was explained clearly to Robert. He gave himself a 0 if he hadn't been on-task at all, a 1 for part of the time, and a 2 for all of the time), (c) determined the rating system interval (Because Robert's baseline of on-task behavior was about 4-5 minutes, the teacher began with five minutes intervals. A kitchen timer was used and set to ring every five minutes), (d) designed the mechanics of the rating system (Robert had a rating sheet taped to his desk and circled the appropriate number each time the bell rang), (e) implemented the monitoring system (The teacher instructed Robert to get as many 2's as possible. She also checked his self-monitoring periodically to determine the accuracy of his ratings), (f) decided on back up reinforcer and listed these on a reinforcement menu, (g) determined the baseline number of intervals in which Robert was successf[illegible] (h) set the criterion for reinforcement just above the number of interva[illegible]s for which he was engaging in on-task behavior (His baseline was 3 intervals so the criterion on success was set at 4), (i) changed the criterion level as Robert achieved success, (j) periodically changed the reinforcement menu to insure desirable reinforcers.

WORKSHOP 6

Goal 4. The teacher will be able to develop students' problem solving and coping.

4b. The teacher will be able to design a social skills training program.

TIME	CONTENT AND LEARNING ACTIVITIES	MATERIALS
5	1. Introduction & Pretest/Posttest.	Handout #1
15	2. Mini-Presentation by Instructor: a. why teach social skills b. definition of social skills c. types of social skills	Instructor Handout #2
30	3. Introduce McGinnis material on social skills	Instructor Handout #3 McGinnis pp1-22 & overheads of pp4,5,6,7,8,9,10,11,14,15,16 17,18,19,21,22
10	4. Instruct participants on the introduction of Structured Learning Skill Checklist pp. 63-64.	Skillstreaming the Adolescent. Goldstein
20	5. Ask participants to remember the student that presented the greatest teaching challenge and rate them from (1) never to (5) always (ignore problem situation at this time) as you read the 1st 20 out of the 50 Structured Learning Skill Checklist items (pp. 65-72). This will give them an idea of how the checklist could be helpful in evaluating social skills. Ask them to examine Goldstein information during break.	

10	6. Introduce the program Personal Power: Succeeding in School to participants. This program is essentially a training package to help students survive in school. Distribute Handout #31 which is the table of contents.	Handout #4
10	7. Teach Lesson 7 - Called on by Surprise. Use the lesson guide as described in the handout and have participants pretend to be students and complete the worksheet.	Instructor Handout #5 Participant Handout #6
5	8. Points to emphasize in implementing the program: 1. Social skills training, as described in this section should occur in a structured manner; however, the skills are very unlikely to generalize unless they are reinforced throughout the school day. 2. It is essential that teachers use real-life situations for students to practice social skills. For instance, even though a child may have acted aggressively when teased, the teacher may discuss skill steps for responding to teasing, and the child may then practice (assuming he's calmed down) an alternative approach. 3. Social skills are relatively inclusive, containing classroom survival skills (e.g., listening, following instructions, etc.) as well as interpersonal skills and conflict resolution skills. It is the teacher's task to assess particular need areas for each student.	
5	9. Distribute bibliography of other social skills programs. Briefly highlight them.	Handout #7
	10. Posttest.	Same as Handout #1

Handout #1

Pretest/Posttest

Please mark A (Agree) or D (Disagree)

A 1. Educators are recognizing that teaching academic competencies and enforcing external limits on a student's behavior are not enough to provide for successful reintegration into the mainstream school environment.

A 2. Some students may not have the knowledge of the desirable social behavior.

A 3. Constructive, socially acceptable ways of dealing with problems can result from direct and systematic teaching.

D 4. It is easy to teach social skills, so assessment and an instructional plan are not necessary.

A 5. Structured learning is a behavior approach to teaching pro-social skills.

A 6. When the teacher becomes frustrated or angry with a student's behavior, it has a powerful effect if the teacher models the steps of "dealing with my own anger" in a clear and deliberate manner.

A 7. Transfer of social skill training is perhaps the most important part of structured learning.

A 8. Social skills are the skeleton to successful employment success.

D 9. It is not essential that teachers use real-life situations for students to practice social skills.

A 10. It is the teacher's task to assess particular social skill need areas for each student.

SOCIAL SKILL TRAINING
INSTRUCTOR HANDOUT #2

I. Why teach social skills?

- a. Strong relationship between social skills and achievement
- b. Strong relationship between social skills and peer acceptance
- c. Strong relationship between peer acceptance in childhood and adjustment in adulthood
- d. Strong relationship between social skills and job success

II. Definition of social skills

- a. Social skills are behaviors that enhance the student's ability to form friendships, be accepted by peers and interact successfully with others.
- b. Types of social skills (Goldstein)
  1. Conversational skills
  2. Affective skills
  3. Conflict resolution
  4. Goal setting, decision making

III. Introduction to Goldstein program

- a. Structured Learning Model
- b. Components of mode
  1. Instruction
  2. Modeling
  3. Practice
  4. Feedback
  5. Transfer of training
- c. Procedure for Teaching
  1. Explain the steps of the skill.
  2. Model the desired skill: a) demonstrate behaviors in a clear, detailed manner, b) in order from least to more difficult, c) with some repetition, and d) with several individuals serving as models.
  3. Have students role play the desired skill. By practicing or role playing the behavior, the student is able to try out the new behaviors without risk of failure. This helps make them feel more confident and helps to prepare them for difficult interpersonal situations. The practice is the most important part of the training program and probably the one students will like most if they can overcome the initial feelings of being self-conscious and afraid of being laughed at. Some students will be resistive to practicing and will need to be urged. This urge should be nonthreatening - maybe an expression of understanding. If the student seems resistant to practicing, the leader can give some examples where practice has been beneficial (e.g., driving a car, playing basketball). Or, the teacher might say, "I know you feel funny (uneasy, weird) at first; I did the first time I tried it, but it was helpful for me and after awhile I liked it." Pairing a resistive or shy student with another who is more confident and understanding may also be helpful in drawing out the first child.
  4. Give feedback on performance. Crucial to the success of this program is the ability to give feedback in a constructive, nonthreatening way. Always give a student a chance to be successful and reinforce his success. Also, provide a supportive

atmosphere for feedback. That is, if peers laugh or make negative remarks about a child's performance, he is likely to withdraw and refuse to practice again.

There are other important aspects of good feedback:

a. It should be given immediately so the child is aware of his strengths and weaknesses and can then begin working on his weak area.

b. Feedback should reinforce students for good responses and at the same time, give cues for other responses. A partial transcript of a positive feedback and prompting appears next.

Leader: Jim, I like the way you got into the conversation.
Jim: It seemed so fast.
Leader: That's good. Your statement answered Bill's question. Bill, did you think Jim answered your question?

The following is a good example of the leader guiding the partner to comment on Jim's response.

Bill: Yeah, he told me what to do.
Leader: Bill, from your tone of voice, it sounded like you really wanted to find out the answer to your question.

Here, the leader praises Bill for his question. This will likely encourage the student participants to interact with each other, both inside and outside the practice sessions.

c. Feedback should correct inappropriate behavior. Corrective feedback should occur after positive feedback, since the student will be more likely to listen to corrective feedback if he has already received positive feedback about his performance.

d. Feedback should relate to presence or absence of certain behaviors rather than to evaluative comments.

HANDLING POOR PERFORMANCE

In addition to the hesitancies of some students to practice, an additional problem is making sure that all students are mastering the skills presented. One way to help the student who is not performing the skill well in the first practice session is to break down the skill into parts and let students practice these discrete parts. For example, in starting a conversation, the teacher may break the skill into the following component parts: 1) choose whom you want to talk with; 2) decide what you want to say; 3) choose a good time and place; and 4) start talking in a friendly way. The student would begin then with just choosing someone to talk with. As this is done successfully, the teacher and peers give positive feedback and then go on to the next step -- deciding what she wants to say.

An additional way to help students who are having difficulty mastering a skill is to give cues. For instance, if the student is involved in a practice session and cannot think of anything else to say, the teacher may give a cue, a sample statement, or a question she can ask. In the next skill practice, then, fewer cues should be necessary until eventually the student can complete the practice session without any help.

5. Practice the behavior in other settings (homework). Students think of situations at home or school where they are to practice the skills and evaluate ther performance.

Sample Skill Units:

A. Skill to be taught: Contributing to discussions.

Steps:

1. Decide if you have something you want to say.
2. Ask yourself if it's related to the discussion.
3. Decide exactly what you want to say.
4. Raise your hand.
5. When you're called on, say what you want to say.

Strategy:

1. Introduce the skill and when it can be used appropriately.
2. Go over skill steps, either through formulating them with students or listing them as identified above.
3. Model use of the skill in a situation typical of one described by student (e.g., feeling uncomfortable in talking with others).
4. Elicit role-play situations which are typical of student needs (e.g.in social, unstructured situations).
5. Have students role-play the skill.
6. Provide feedback on performance.
7. Assign homework (to practice the behavior later in the school day or week).

B. Dealing with your anger

Steps:

1. Stop and count to 10.
2. Think about your choices.
   a. Tell the person verbally whay you're angry.
   b. Do relaxation exercises.
   c. Walk away
3. Act out your choice.,

Suggested Situations for Role-Play:

A classmate tells on you.

A friend "borrows" your pencil without asking and you don't have one for class.

Your brother seems to always do things better than you, and your parents keep reminding you of this.

One of your classmates calls you a name you don't like.

Instructor Handout #3

McGinnis, E. (1984). Teaching social skills to behaviorally disordered youth. In J. Grosenick, S. Huntze, E. McGinnis, & C. Smith, *Social/affective interventions in behavioral disorders*. Des Moines, IA: Iowa Department of Instruction.

A new philosophy is beginning to take hold in the field of behavioral disorders. Educators are recognizing that teaching academic competencies and enforcing external limits on a student's behavior are not enough to provide for successful reintegration into the mainstream school environment. Furthermore, these traditional methods alone are not enough to prepare behaviorally disordered students with the skills they need to cope with the social and behavioral demands of the world outside the school setting.

Traditionally, special classrooms for behaviorally disordered youth have placed an emphasis on informing the student that certain behaviors will not be tolerated in the school setting. This is achieved by implementing planned consequences for inappropriate ways of dealing with stress and conflict situations. While this is a vital role of the special classroom, it must not be the end of the behavioral intervention. Additional measures must be taken to provide students not only with the knowledge of *what not to do*, but also with the knowledge of *what to do*.

An important assumption made in this philosophy is that students do not make a conscious choice to misbehave or to deal with a problem in a socially unacceptable manner. The belief is that the majority of behaviorally disordered youngsters have not learned the necessary prosocial behavior. Learning, in this sense, means that the student is actually able to act in a prosocial manner when the situation calls for the behavior.

Many times, students can verbalize a variety of prosocial alternatives. For example, when Tricia reacts with physical aggression when tormented by a peer, it is likely that she will be able to state ways she could have dealt with this in a nondestructive way. However, when a similar situation occurs, even though Tricia "knows" what she should do (e.g., ignore her tormentor), she just can't seem to react in this manner. The tendency on our part, then, is to make the assumption that Tricia has learned the prosocial skill and could have ignored her tormenter. . .if only she wanted to. Verbalizing prosocial alternatives, however, is very [illegible]ferent from actually being able to carry out the action itself.

Why do some children learn acceptable social behavior while others do not? An empirical answer to this question is not known. However, the following factors may contribute to our understanding.

Cox and Gunn (1980) point out three reasons individuals fail to respond appropriately to social situations. First, a student may not have the knowledge of the desirable behavior within a given context. Such a student, for instance, may not have attended to the modeling of the desirable behavior, or may not have had appropriate models available. On the other hand, a student may have attended to an appropriate model, but was unable to interpret the behavior in the context of the situation. This can be referred to as a lack of behavioral flexibility, or the inability to adjust one's behavior to a variety of different situations, people or settings. For example, a student may request help from a peer in a socially acceptable manner. However, the student must also learn when it is acceptable to request this assistance (i.e. it may be appropriate during independent seat work, but unacceptable during a test or a class discussion).

A second explanation offered by Cox and Gunn is that the student lacks practice of the prosocial behavior. A common example of this is a child who is aware that "thank you" is a polite thing to say when someone does a favor for him or her; however, the child is not in the habit of responding in this way. In this case, the student has not practiced the skill to the point that it has become a part of his or her behavioral repertoire.

A third explanation provided by Cox and Gunn of why a student does not perform in socially acceptable ways is that the individual's emotional responses inhibit the performance of the behaviors. Anxiety, fear, anger or defensiveness may prevent the student from thinking and responding beyond that initial emotion.

The special classroom must provide students not only with the [illegible]owledge of what not to do, but also with the knowledge of what to do. Constructive, socially acceptable ways of dealing with problems can result from direct and systematic teaching.

Still another factor to consider is that students may be reinforced for the undesirable behavior and not adequately reinforced for that which is prosocial. Too frequently the inappropriate behavior is the one that receives reinforcement from both peers and adults. For instance, a young child may get attention much more quickly by whining than by quietly expressing his or her wants. Likewise, it may be easy for a teacher to inadvertently ignore a young student's request for help; but who can ignore a full-blown temper tantrum?

Research indicates that social skills deficits in children are related to school maladjustment (Gronlund and Anderson, 1963), delinquency (Roff, Sells and Golden, 1972), and peer rejection (Quay, 1978). Children with poor interpersonal skills, when compared to their socially competent peers, have also been found at high risk for adjustment problems in adulthood (Cowen, Pederson, Babigian, Izzo and Trost, 1973).

Recent studies suggest that social skills training with behaviorally disordered students does increase their prosocial responding (LaNunziata, Hill and Krause, 1981; Warrenfeltz, Kelly, Salzberg, Beegle, Levy, Adams and Crouse, 1981). Instruction in this area has increased peer acceptance of socially isolated children (Oden and Asher, 1977). Furthermore, instruction in interpersonal or social skills for behaviorally disordered youth is implied in the Public Law 94-142 definition of serious emotional disturbance (1975) and is suggested as a way of facilitating successful mainstreaming of handicapped children (Gresham, 1982).

The intervention described in this chapter provides elementary and secondary teachers with a planned, direct and systematic way of teaching prosocial behaviors to behaviorally disordered students. This approach considers various explanations of why children fail to learn acceptable social skills, and assumes that students may be able to verbalize prosocial choices but are unable to act on these choices. It also assumes that constructive, socially acceptable ways of dealing with problems can result from direct and systematic teaching.

The Assessment Process

Assessing social skills involves a pre-teaching assessment phase (selection of the students and the specific skills for instruction) and a post-teaching assessment phase, including post-teaching evaluation and assessment of skill maintenance and generalization. Following is a discussion of and suggested techniques for this process.

Pre-Teaching Assessment: Phase I

Before beginning social skills instruction, students in need of direct intervention and the specific social skills these students need are selected.

Selecting the Students

Several techniques are useful in selecting students who need direct instruction in social skills. The process most frequently suggested is a combination of sociometric information, teacher ratings and behavioral observations (Gresham, 1983). Input from parents and the target children themselves can also assist in making this determination.

Peer Reporting. This is one method of screening children with interpersonal and social difficulties. Children who demonstrate inappropriate social behaviors may also be those who lack acceptance by their peers (Barclay, 1966; Guinouard and Rychlak, 1962). A review of studies by Rathjen (1980) suggests that friendliness, social participation and outgoing behavior are characteristics of acceptance by peers, while aggressive behavior is associated with peer rejection. In addition, information gained from peer ratings is the best predictor of later socioemotional adjustment (Barclay, 1966; Rolf, 1976).

For classroom teachers, sociometric information can point out students who are experiencing difficulties in positive social interaction with other children. This strategy may confirm the teacher's observations of a student who is aggressive in dealing with problems, for example. However, sociometric information may also help to identify a student who is withdrawn and easily overlooked as a potential target for instruction.

Sociometric techniques were first developed by Moreno (1934), who used peer nominations to assess friendship skills. Peer rating, another sociometric technique, is believed to assess an individual's overall peer acceptance or likeability (Gresham, 1981c).

The peer nomination method includes instructing students to list a number of classmates according to a specific criteria (i.e. who they would most like to play with, work with, sit next to; or best friends, etc.). Students may also be instructed to list the classmates they would least like to be associated with, in order to assess the students who appear to lack friendship skills. The children who are neither chosen as friends nor rejected may tend to be socially isolated.

The technique of peer rating involves rating each student on a given scale (i.e. a lot, sometimes, not at all) according to a selected criteria, such as how much they like to play with each classmate (Oden and Asher, 1977). This technique indicates students who are rejected by peers, as well as those who appear to be accepted.

Sociometric techniques provide an idea of a child's peer relationships and are a useful screening tool. However, this strategy provides little information about the child's specific problem areas (Gresham, 1981c). Therefore, additional assessment is required.

Teacher and Parent Reports. Reports from the student's parents and teachers are valuable sources of information for selecting students for social skills intervention. Ask questions such as: "Does the child comply with requests? If not, how does he or she respond? Does the child have friends in the neighborhood and at school? How does the child deal with interpersonal relationships and feelings like anger and frustration?" Answers to such questions can indicate which children are experiencing difficulty with social behaviors outside the academic learning setting.

Teacher rating appears to be a valid screening measure (Gresham, 1981a) and structured rating scales have frequently been used to screen behaviorally disordered or conduct disordered children from their normal peers (Bower, 1960; Nelson, 1971). Hutton and Roberts (1982) also found a close relationship between peer nomination and teacher ratings in identifying nonhandicapped students with behavior difficulties. Use of a structured rating scale, such as the *Social Behavior Assessment* (Stephens, 1978) is a useful method of gaining this necessary teacher input.

Direct Observation. Direct, systematic observation is a valuable technique when combined with other methods of social skills assessment. Such observations are also useful for teachers, who will need baseline data before implementing the social skills intervention. Systematic observation is a way to identify behavioral changes following intervention, monitor social behavior, and determine antecedents and consequences surrounding the specific behavior (Gresham, 1981b).

Because social skills can vary under different conditions (Cartledge and Milburn, 1980), several observations across a variety of school settings will provide the most useful information regarding how the target child's social interaction differs from his or her peers. *Figure 1* is an example of an observation technique specifically for coding children's interaction. For additional information on systematic observations refer to Walker (1979).

(1) The teacher or observer selects one student to observe for a specified time period (15 to 20 minutes). Suggested social settings are the school cafeteria and playground as well as unstructured and structured classroom activities;

(2) After 10 seconds, the observer makes a tally mark if the target child interacts positively or negatively with a teacher or a peer, or marks if no interaction is observed;

(3) On the alternative 10 second interval, the observer marks the interaction of a peer in the same manner as described above;

(4) The observer again marks the target child's interaction during the next 10 second interval;

(5) Another peer is observed and charted during the subsequent 10 second interval;

(6) This procedure continues, alternating observation of the target child and each peer who participates in the activity.

Skills that benefit the child in school may be contradictory to expectations in the home. Parental information ensures appropriate emphasis on environments where a skill can be most useful.

311

Figure 1

Interaction Observation Tally Sheet

Student: ______________________________ Date:

Situation or Activity: ______________________________

Time Observed: ______________________________

	Positive		*Negative*		*No Interaction*
	Peer	*Teacher*	*Peer*	*Teacher*	
Student					
Peer Composite					

Comments:

Selecting the Skills

Selecting skills that are important to other persons in the student's environment will assist in others' acceptance of the target student. Several studies indicate that behaviors such as smiling at the teacher, task completion, following directions, volunteering answers, and complying with requests correlate with academic success. In general, children exhibiting these prosocial behaviors receive the most positive attention from teachers (Cartledge and Milburn, 1980; Gresham, 1982). Literature also suggests that the following skills increase a student's acceptance by peers: smiling, greeting others, joining in a peer activity, physical appearance, complimenting others, sharing and cooperating, making invitations to others and carrying on a conversation (Mesibov and LaGreca, 1981).

It is also important to discuss areas of need with the child's parents. Skills that benefit the child in the school setting may, in fact, be contradictory to expectations in the child's home and neighborhood environments. For example, a young child who attempts to discuss a problem with an out-of-control parent or older child in the home or neighborhood, may be better off to physically leave the situation than to attempt a constructive outcome at that time. Parental information is therefore necessary to ensure that appropriate emphasis is placed on the environments where a particular skill can be most useful.

Instruction in skills valued by the child's parents, teachers and peers also increases the likelihood that positive reinforcement will be given to the student in the natural environment. This reinforcement may help maintain use of the skill following the actual teaching (Stokes and Baer, 1977).

Although competence in the above social skills may serve to meet the social expectations of others, another goal of social skills instruction is to meet the personal development needs of students themselves (Rathjen, 1980). Once familiar with structured learning and specific examples of social skills, most students will share problems they are experiencing. Teaching students skills that provide a positive alternative for dealing with their immediate needs will increase their desire to master a given skill. Direct student input through a checklist or interview can provide information about the skills they feel are most useful.

The social skills checklist (*Figure 2*) for elementary age students provides a way to identify a student's specific needs. It is also a method of recording social difficulties observed by the teacher. Such a checkli can be modified to gain information from the students themselves. Refer to Goldstein, Sprafkin, Gershaw and Klein (1980) for a similiar checklist for rating adolescent students.

Elementary Social Skills Checklist

Student ______________________________

Date ______________________________

Circle 1 if the student is *never* good at using the skill.
Circle 2 if the student is *seldom* good at using the skill.
Circle 3 if the student is *sometimes* good at using the skill.
Circle 4 if the student is *almost always* good at using the skill.

Group I: Introductory Social Skills

1. Listening: Does the student appear to listen when someone is speaking and make an effort to understand what is said?
   a) In a one-to-one setting? 1 2 3 4
   b) In a small group setting? 1 2 3 4
   c) In a large group setting? 1 2 3 4

   Problem Situation: ______________

2. Asking for Help: Does the student decide when he/she needs assistance and ask for this help in a pleasant manner? 1 2 3 4

   Problem Situation: ______________

3. Saying Thank You: Does the student tell others he/she appreciates help given, favors; etc? 1 2 3 4

   Problem Situation: ______________

4. Beginning a Conversation: Does the student know how and when to begin a conversation with another person? 1 2 3 4

   Problem Situation: ______________

5. Asking a Question: Does the student know how and when to ask a question of another person (i.e. how to ask and convey what he/she means)? 1 2 3 4

   Problem Situation: ______________

6. Asking a Favor: Does the student know how to ask a favor of another person in a pleasant manner? 1 [illegible] 3 4

   Problem Situation: ______________

7. Following Instructions: Does the student understand instructions and follow them?
   a) Related to academic task? 1 2 3 4
   b) In the general classroom environment? 1 2 3 4
   c) In social situations? 1 2 3 4

   Problem Situation: ______________

8. Joining In: Does the student know and practice acceptable ways of joining an ongoing activity or group?
   a) In the classroom? 1 2 3 4
   b) In social settings (i.e. the playground?) 1 2 3 4

   Problem Situation: ______________

9. Giving a Compliment: Does the student tell others that he/she likes something about them or what they have done? 1 2 3 4

   Problem Situation: ______________

10. Accepting a Compliment: Does the student accept these comments given by adults or his/her peers in a friendly way? 1 2 3 4

    Problem Situation: ______________

Group II: Skills for Dealing with Feelings

11. Apologizing: Does the student tell others he/she is sorry for doing something in a sincere manner? 1 2 3 4

    Problem Situation: ______________

12. Knowing own Feelings: Does the student identify feelings he/she is experiencing? 1 2 3 4

    Problem Situation: ______________

13. Express Own Feelings: Does the student express his/her feelings in acceptable ways? 1 2 3 4

Problem Situation: ______________________

14. Recognizing/Understanding Other's Feelings: Does the student try to figure out how others are feeling in acceptable ways? 1 2 3 4

Problem Situation: ______________________

15. Dealing With Own Anger: Does the student know ways to express his/her anger in acceptable ways? 1 2 3 4

Problem Situation: ______________________

16. Dealing With Other's Anger: Does the student try to understand another's anger without getting angry himself/herself? 1 2 3 4

Problem Situation: ______________________

17. Expressing Affection: Does the student let others know he/she cares about them in an acceptable manner? 1 2 3 4

Problem Situation: ______________________

18. Dealing with Fear: Does the student know why he/she is afraid and know strategies to reduce this fear? 1 2 3 4

Problem Situation: ______________________

19. Asking Permission: Does the student know when and how to ask if he/she may do something? 1 2 3 4

Problem Situation: ______________________

20. Sh[illegible]g: Is the student agreeable to sharing things w[illegible] others or offer reasons why he/she cannot in an acceptable manner? 1 2 3 4

21. Helping Others: Can the student recognize when someone needs or wants assistance and offer this help? 1 2 3 4

Problem Situation: ______________________

22. Using Self Control: Does the student know and practice strategies to control his/her temper or excitement? 1 2 3 4

Problem Situation: ______________________

23. Responding to Teasing: Does the student deal with being teased in ways which allow him/her to remain in control? 1 2 3 4

Problem Situation: ______________________

24. Avoiding Trouble: Does the student stay away from situations which may get him/her into trouble? 1 2 3 4

Problem Situation: ______________________

25. Staying Out of Fights: Does the student know of and practice other ways of handling difficult situations? 1 2 3 4

Problem Situation: ______________________

26. Making a Complaint: Does the student know how to say that he/she disagrees in acceptable ways? 1 2 3 4

Problem Situation: ______________________

27. Answering a Complaint: Is the student willing to arrive at a fair solution to someone's justified complaint? 1 2 3 4

Problem Situation: ______________________

28. Dealing with Losing: Does the student accept losing at a game or prize without becoming upset or angry? [illegible] 2 3 4

29. Showing Sportsmanship: Does the student express a sincere compliment to others about how they played the game? 1 2 3 4

Problem Situation: ____________________

30. Dealing with Being Left Out: Does the student deal with being left out of an activity without losing control? 1 2 3 4

Problem Situation: ____________________

31. Dealing with Embarrassment: Does the student know of things to do that help him/her feel less embarrassed or self-conscious? 1 2 3 4

Problem Situation: ____________________

32. Responding to Persuasion: Does the student consider the consequence of what may happen if he/she goes along with what another is asking him/her to do? 1 2 3 4

Problem Situation: ____________________

33. Reacting to Failure: Does the student figure out the reason(s) for his/her failure, and how he/she can be more successful the next time? 1 2 3 4

Problem Situation: ____________________

34. Dealing with an Accusation: Does the student know ways to deal with being accused of something?
   a) When he/she is falsely accused? 1 2 3 4
   b) When he/she is justifiably accused? 1 2 3 4

Problem Situation: ____________________

35. Dealing with Group Pressure: Does the student decide what he/she wants to do when others pressure him/her to do something else? 1 2 3 4

Problem Situation: ____________________

36. Deciding on Something to Do: Does the student find something to do when he/she has free time? 2 3 4

Problem Situation: ____________________

Note This checklist is a Modification of the "Structured Learning Skills Checklist" presented in *Skillstreaming the Adolescent*.

Developing an Instructional Plan

Following the selection of the students and defining each student's skill needs (i.e. elementary skills checklist) the student's name and rating on each skill is entered on the Skills Grouping Chart (*Figure 3*). This procedure records the needs of individual students, and guides the teacher in selecting skills for instruction. Students who receive low ratings on similar skills should be grouped together for instruction.

For use in the special classroom, the Skills Grouping Chart gives a profile of the class as a whole. Skills for instruction are selected according to the needs of the majority of the students. Students who appear proficient in the skill selected for instruction can assist in modeling displays and act as helpers for the rest of the group (i.e. providing suggestions for improvement on skill performance or as a co-actor) (Goldstein, Sprafkin, Gershaw and Klein, 1980).

Time for Instruction

Students should be instructed in social skills for 20 to 30 minutes at the elementary level, and from 30 to 45 minutes at the secondary level, at least three times per week. It is suggested that the remaining two days be set aside for work on related skills such as relaxation training, communication skills and identifying feelings. At the end of each school day, an additional 10 minutes should allow students to chart the skills they have practiced that day (Daily Self-Report Chart).

Establishing Group Rules

Specific behavioral rules should be decided on before actually implementing the social skills teaching session. Rules may include: wait until another person has finished talking before you begin to speak; remember to leave toys and other objects at your desk; etc. Four or five rules are a workable number to begin with.

Rules like these are needed in early stages of group work and can prevent many behavioral difficulti Allowing the group to establish these rules, with teacher guidance, encourages the students' commitme to abide by these rules. Students should also be reinforced for following the rules during the teaching sessions.

Introducing Skills

A new skill, if it is one of the less complicated ones such as "listening" or "how to ask a question," can be introduced every week or two. However, as overlearning is of critical importance with this technique (Goldstein, Sprafkin, Gershaw and Klein, 1980), a new skill should be introduced only when the students can recall the steps of the past skill and have shown generalization outside the group teaching setting. When more complicated skills are introduced, three weeks or longer can be spent on one skill. Periodic review will reinforce previously learned skills and encourage their use in new situations, provide systematic fading of the training for generalization (Buckley and Walker, 1978), and prevent student boredom from concentration on only one skill at a time.

Level of Instructional Support

Children may fail to learn appropriate social behaviors for a variety of reasons. Structured learning is appropriate no matter why the child has not learned these behaviors. The value of social skills teaching is enhanced, however, when additional emphasis can be placed on specific areas of need. For example, focus for one child may be on providing meaningful reinforcement for skill performance. Another child may need to be told when to use the skill, and then be reinforced for the behavior. Still another youngster may need to be prompted through each skill step before the behavior can be learned. *Figure 4* suggests questions to be asked regarding the child's level of social behavior and subsequent interventions to be used in planning, reinforcing and modifying the social skills instruction for individual students.

Reinforcement System

Tokens, always paired with verbal praise statements, can be given on an intermittent basis. The tokens, such as SCAMO's (Showing Caring About Myself and Others), are earned for following the gener group rules, role playing and participation, practicing previously learned skills in the group setting and throughout the school day, and for completing homework assignments.

Figure 3

Elementary Social Skills Group Chart

Skill	Student's Name												
Group I: Introductory Social Skills													
1. Listening													
2. Asking for Help													
3. Saying Thank You													
4. Beginning a Conversation													
5. Asking a Question													
6. Asking a Favor													
7. Following Instructions													
8. Joining In													
9. Giving a Compliment													
10. Accepting a Compliment													
Group II: Dealing with Feelings													
11. Apologizing													
12. Knowing Own Feelings													
13. Expressing Own Feelings													
14. Recognizing/Understanding Own Feelings													
15. Dealing with Anger													
16. Dealing with Other's Anger													
17. Expressing Affection													
18. Dealing with Fear													
Group III: Alternatives to Aggression													
19. Asking Permission													
20. Sharing													
21. Helping Others													
22. Using Self Control													
23. Responding to Teasing													
24. Avoiding Trouble													
25. Staying Out of Fights													
Group IV: Dealing with Stress													
26. Making a Complaint													
27. Answering a Complaint													
28. Dealing with Losing													
29. Showing Sportsmanship													
30. Dealing with Being Left Out													
31. Dealing with Embarrassment													
32. Responding to Persuasion													
33. Reacting to Failure													
34. Dealing with Accusations													
Dealing with Group Pressure													
36. Deciding on Something to Do													

Figure 4

Behavior Level Interventions

Questions	Interventions
1. Is the student exposed to appropriate models?	Provide appropriate modeling.
2. Does the student observe and imitate the prosocial behaviors being modeled?	Point out to the student the specific behaviors being modeled.
3. Does the child adjust his/her behavior in response to different people? situations/settings?	Call attention to what behavior is appropriate for given situations and with different persons (behavioral flexibility).
4. If the student behaves inappropriately, can he/she behave in a prosocial way when requested?	Remind the student to use a given skill.
5. If the student can react in a prosocial way when requested, does his/her emotional response inhibit this performance?	Train impulse control. Emphasize skills that deal with feelings.
6. Does the student receive rewards from peers and adults for the undesirable behavior? the desirable behavior?	Provide reinforcement for prosocial behavior. Implement contingency contracting.

In the initial stages of learning, a critical rule is to give lots of positive reinforcement (Bornstein an Quevillon, 1976). The reinforcement schedule should be thinned (the frequency of distributing the tokens lessened) as students become successful with structured learning.

Reinforcement Phase I: Following group work, the students write their names on the SCAMO (Showing Caring About Myself and Others) tokens they have earned. These tokens are then placed in a "Raffle Box." At the end of each week, or more frequently if needed, several names are drawn for prizes. The students are told that the more SCAMO's they have, the more likely the chance their name will be drawn. This procedure provides frequent reinforcement without much cost, in addition to building interest and enthusiasm for learning social skills.

SCAMO

Showing Caring About Myself and Others

Before students can break their well-established patterns of response, they need to learn strategies like counting to 10 or taking three deep breaths when the problem first arises.

Reinforcement Phase II: Each day the students chart the number of tokens they have earned for practicing social skills and for group participation. Each student is then able to spend these points for a variety of privileges that are assigned a particular point value. Students are allowed to choose the specific privilege they will earn. These privileges are ones that encourage social acceptance (such as ordering a film for the entire class to view) and allow the practice of the social skills they have learned (such as playing a game with a friend). Tokens are given less frequently during Reinforcement Phase II, but social praise is continued on a random schedule even when not combined with tokens.

The students should also be informed when they may exchange their points. For example, many teachers find it most productive to allow students to exchange these points following the social skills teaching session and at other times in the school day (i.e. when a specified amount of academic work is completed). Allowing the students to choose times throughout the day provides frequent or delayed reinforcement depending on the needs of each student.

The Structured Learning Approach

Structured learning is a behavioral approach to teaching prosocial skills (Goldstein, Sprafkin, Gershaw and Klein, 1980). This method provides students with specific behavioral steps to guide their performance of a social skill. The steps are learned to a mastery level with actual examples for illustration (modeling). Structured learning also provides practice with the skill in simulated problem situations (role playing); information as to how well the skill was performed (feedback); and practice in real life situations (transfer of training).

Skills and Skill Steps: Many social skills chosen for instruction are those believed to be related to a child's social competence (Spivak and Shure, 1974); those suggested by the research as related to peer acceptance (Mesibov and LaGreca, 1981), positive teacher attention and academic success (Cartledge and Milburn 1980); and those likely to provide reinforcement in the student's natural environment.

Key social skills, such as "how to deal with wanting something that isn't mine," are task analyzed into a sequence. These steps will guide the student's performance of the social skill. For example:

When I Want Something That Isn't Mine

1. Say to yourself, "I want this, but I can't just take it."
2. Say, "It belongs to ________________."
3. Think of your choices:
   a. I could ask the person to loan (or share) it.
   b. I could earn the money to buy it.
   c. I could ask the person to trade.
4. Act out your best choice.

Other examples of this type of skill can be found in Goldstein, et.al.'s *Skillstreaming the Adolescent* (1980) and Stephens' *Social Skills in the Classroom* (1978).

The first step of many of the skills, specifically those that deal with alternatives to aggression, must present an impulse control strategy. Before a student can break his or her well-established pattern of response and learn the prosocial alternative, the student's initial reaction to the conflict situation must be stopped. Therefore, the student needs to learn strategies such as counting to 10 or taking three deep breaths when the problem first arises. This gives the student time to recall the remainder of the steps to the prosocial skill.

Although these behavioral steps are displayed for students on a chart or skill card (a card that lists the steps), it is important that they memorize the steps. The structured learning components will facilitate this memorization by pointing out the steps as they are modeled, verbalizing each step as it is performed in the role playing setting, giving feedback as to how well the skill was performed, and listing the skill steps on specific homework assignments.

Merely being exposed to a model is not enough. The student must also attend to the behaviors modeled, remember them and reproduce them.

Modeling

Modeling, or imitating a behavior, has been an effective method of learning for children and adolescents (Bandura, Ross and Ross, 1961; Rogers-Warren and Baer, 1976; and Rosenthal, 1976). Modeling is the first phase of structured learning and demonstrates to the students *what* to do. Several conditions will enhance the effectiveness of modeling (Goldstein, Sprafkin, Gershaw and Klein, 1980).

Characteristics that enhance the model's effectiveness

- the model is highly skilled in the behavior
- the model is considered to be of a high status
- the model is friendly and helpful
- the model is of the same age, sex and social status
- the model is rewarded for the behavior

Characteristics of the modeling display

- presents clear and detailed behaviors
- presents the behaviors in order from least to most difficult
- provides enough repetition to facilitate overlearning
- presents little irrelevant detail
- provides several models, rather than a single model

Characteristics of the observer (target student)

- the student is instructed to imitate the model
- the student likes the model
- the student is similar in background to the model
- the student is rewarded for performing the behavior which was modeled

Modeling is also more effective when a coping model is presented as opposed to a mastery model (Bandura, 1977). For example, if the model's task is to demonstrate the skill of "how to handle teasing," it is more effective if the model "struggles" with walking away from his or her tormentor. Walking away slowly, with teeth clenched, will show that this is not an easy task to accomplish. Modeling verbal mediation, for instance, saying out loud "It's hard to walk away, but I can do it," further helps to demonstrate a coping model. This provides a more realistic modeling display than simply walking away void of any emotion or conflict.

Merely being exposed to a model is not sufficient for learning to take place. Many students have appropriate modeling available to them through non-special education classes, yet they do not learn the necessary prosocial behaviors. Thus, learning does not occur by mere exposure to modeling. The individual must also *attend* to the behaviors modeled, *remember* these behaviors, and *reproduce* them (Ban[illegible]a, 1977).

With structured learning, the students must identify the specific behaviors (or skill steps) being modeled. This increases the chances that the student is actually paying attention to the modeling display. The students must also remember these behaviors. Repeating the steps as they are being modeled and practicing these behaviors in a role playing setting will assist the student's retention of the actions that are modeled.

However, learning via modeling requires not only that the observer pay attention to the modeled actions and remember these behaviors, but that he or she actually reproduces the behaviors. Therefore, learning is not determined by whether or not the student *can* reproduce the behaviors, but rather by whether he or she *does* reproduce them (Goldstein, Sprafkin, Gershaw and Klein, 1980). This will be more likely to occur if the student is rewarded for the behavior (Bandura, 1977).

It is also important that the teacher, in the course of the school day, model appropriate social behavior. When the teacher becomes frustrated or angry with a student's behavior, it has a powerful effect if the teacher models the steps of "dealing with my own anger" in a clear and deliberate manner.

Role Playing

Studies carried out on role playing with children indicate that this strategy can create behavior changes in social skills (Rathjen, Hiniker and Rathjen, 1976; Ross, Ross and Evans, 1976). In addition, a student is far more likely to reproduce the behavior if he or she is an active, rather than passive, participant (Bricker, 1978). Factors that enhance the effectiveness of role playing include (1) allowing the student to choose whether or not to participate in the role playing; (2) the student's commitment to the behavior he or she is role playing (i.e. the skill is relevant to the student's needs); (3) ability to improvise the role playing; and (4) reinforcement given for performing the behaviors (Goldstein, Sprafkin, Gershaw and Klein, 1980).

Role playing is the second stage of structured learning, and it helps the student learn *how* to perform the skill. First, the student identifies a situation where the problem was experienced. Then the student chooses another role player, one who reminds him or her most of the person with whom he or she has the difficulty (Goldstein, Sprafkin, Gershaw and Klein, 1980). The role playing occurs in the context of the situation described by the main role player. Role playing the skill a number of times, with different people and in a variety of settings and situations, increases the likelihood that the student will use the skill outside the teaching setting (Stokes and Baer, 1977).

It is important that students practice verbal mediation during their role playing. Saying the steps aloud as they are performing the behaviors will facilitate students' learning of the social skill.

Verbal Mediation

Verbal mediation, or talking oneself through the performance of the skill, is a vital part of structured learning. When modeling the skill of "how to handle teasing," for example, the model recites the steps of the social skill in the context of a given situation. The model might say something like: "I believe I am being teased because they are looking at me and laughing. I don't like to be teased, but I won't let them know that! I'm angry, so first I have to cool down. I need to count to five. 1. . .2. . .3. . .4. . .5. Okay, now I think of my choices." etc. This narration increases the effectiveness of the modeling display (Bandura, 1977), may facilitate generalization of the skill (Stokes and Baer, 1977), as well as models the cognitive process one goes through in performing the skill.

Similarly, the child must talk himself or herself through the skill when role playing. Research suggests that verbal mediation in the role playing setting helps to restrain impulsivity and assists the student's retention and organization of the behaviors (Meichenbaum and Goodman, 1971).

Performance Feedback

Approval or reinforcement is given by the teacher and peers as the role playing becomes increasingly like the behavior of the model (Goldstein, Sprafkin, Gershaw and Klein, 1980). If the role player does not follow the skill steps, feedback is given by discussing what could be done differently, reteaching, or prompting the student through the skill steps. The main role player should also evaluate his or her own performance.

The group participants also provide feedback to the main role player. However, this must be done in a positive or constructive manner. Suggestions for what the role player could do to become more successful, constructive reminders to include a specific skill step, and comments pertaining to the feelings of the role players are examples of acceptable feedback. Encouraging the group members to participate in feedback also focuses their attention on the role playing and helps prevent boredom and potential behavior problems. Students could also be assigned to watch for each step as it is performed.

Transfer of Training

Transfer of training is perhaps the most important part of structured learning. Several studies indicate that although structured learning is a successful strategy to create behavior change, these behaviors do n[illegible] maintain over time, nor do they generalize outside the teaching setting, unless specific techniques are implemented to assist this transfer (Goldstein, 1981).

It is crucial, then, that this approach not become a "train. . .and hope" one (Stokes and Baer, 1977). Instead the teacher must plan for the generalization and maintenance of learned social skills. Following is a structured sequence of homework assignments for elementary age children that plans for the generalization and maintenance of social skills instruction.

The assignments begin with the teacher and student together deciding when and how the student will practice, and progress to the stage where the students themselves record the skills they have used. Homework assignments are given to several students each day. Four stages of homework are used, depending on the level of the student's mastery of the skill.

Homework Stage 1: The students think of situations (either at home or school) in which they want to practice the skill. The student and teacher agree to the skill steps, who they will be tried with, and when the plans will be carried out (*Figure 5*).

Homework Stage 2 (Red Flag): The student will be told that he or she will be "set up." For example, if the skill is "how to ask a question," the student will be told, "During math this morning, I will give you work that you won't understand. I want you to remember the steps. They are on your homework sheet. Remember, I will be setting you up. It's a Red Flag!" (Hawkins, 1980). When the teacher has given the difficult assignment to the student and the student has reacted, the teacher calls "Red Flag." Then together they evaluate the child's response (*Figure 6*).

It's important that the student initially be given this type of preparation, as the goal is to successfully use the skill. As the student becomes more familiar with this process, less advance notice should be given. This method is similar to Meichenbaum's Stress Innoculation Training (Cartledge and Milburn, 1980). The goal of this strategy is not only for the student to be able to perform the skill under nonstressful conditions, but under stress as well. Following successful performance with Homework Stage 2, the student should be ready to attempt use of the skill under real-life circumstances (*Figure 6*).

Homework Stage 3 (Self Recording): The child who has almost achieved mastery level of a s[illegible] (knowing the steps well and showing success with the other two stages of homework) writes the steps onto the self-recording sheet. Then, throughout the school day, the student writes when the steps of the skill were practiced and the self-evaluation portion is completed (*Figure 7*). The younger student can take the homework sheet into the regular classroom. This will assist in transferring learning to the setting to which the student will eventually return.

Homework Stage 4: Several skills are listed on a 3" x 5" note card and the student tallies each time he or she practices the skill. This method of self-recording also gives the older student an inconspicuous way to chart skills used in regular education classes and settings such as the playground and school cafeteria. Specific example of homework assignments for adolescents are given in Goldstein, Sprafkin, Gershaw and Klein (1980).

Self-Recording and Self-Evaluation

In addition to self-evaluation during role playing, the students evaluate their own performance in each stage of the homework assignments. Assignments are shared with the group, and reinforcement is given for completing homework assignments and evaluating his or her own performance. The self-evaluation is based on how well the student performed the steps of the skill, rather than how well the skill actually worked. Students must be made aware that the skill may not work in every situation; however, they still need reinforcement for using the skill steps.

Self-recording is also implemented by completing the Daily Self-Report Chart (*Figure 8*). Students record the skills they have practiced during the day. This provides a record of the skills the students are actually using and gives the teacher an indication of the specific skills not being used. The teacher will then know which skills need to be reviewed or taught again. As time permits, several students should be asked to cite the specific situations in which a skill was performed, and the students should receive verbal praise from the teacher for these self-reports. Peers should also be encouraged to reinforce the students citing the examples.

Figure 8

Daily Self-Report Chart

Skills: Student Names:										

Other Generalization Strategies

Additional generalization principles need to be considered throughout the teaching process. The principles that enhance generalization and maintenance of learned behaviors are related to the instructional setting, materials and teaching personnel; systems of reinforcement; and task instruction.

Teaching Setting, Materials and Personnel

The principle of training implies that generalization is facilitated when the setting in which the training or teaching occurs closely resembles the natural setting where the skill will be used (Goldstein, 1981). Hence, when simulation is used in lieu of teaching in the natural environment, the physical setting should be as much like the natural setting as possible (Buckley and Walker, 1978). Using props and arranging the teaching environment to resemble the real environment where the skill will be performed enhances generalization.

The actual use of a skill is facilitated by teaching the skill in a variety of settings and in response to a variety of persons (Stokes and Baer, 1977; Stokes, Baer and Jackson, 1974). This includes teaching social skills in several different school environments (cafeteria, classroom, library, etc.), and planning for skill use at home (in response to parents and siblings) or school (in response to other teachers and school personnel) and in the student's neighborhood environment.

An additional method to enhance generalization focuses on environmental changes that will support the child's new behaviors (Walker, 1979). This involves instructing parents, peers and school personnel in strategies that reinforce the student when a given skill is performed.

Reinforcement Systems

Providing reinforcement when the student demonstrates the desired behavior (Stokes and Baer, 1977), then gradually thinning the reinforcement schedule (Koegel and Rincover, 1977) are other generalization and maintenance methods that have proven successful. Using reinforcement that occurs naturally in the environment, such as smiling and a pleasant thank you (initially this social reinforcement may need to be paired with a stronger reinforcer) will increase the chances that the student will be reinforced by others outside the teaching setting (Stokes and Baer, 1977).

Generalization is enhanced when teachers, parents and peers reinforce the student when a given skill is performed.

Task Instruction

Overlearning, or learning to a mastery level (Goldstein, 1981) increases the likelihood that the skill will be used outside the teaching setting. Even though we feel a student has learned a skill in the classroom setting, it is necessary that the instruction be withdrawn systematically, rather than stopped abruptly (Buckley and Walker, 1978). Instructing the student to use the skill when a situation suggests its use (instructed generalization) facilitates continued performance and transfer of the skill (Stokes and Baer, 1977). Additionally, telling the child that he or she will be teaching the skill to others and using the student as a co-teacher (helper role structuring) will further enhance generalization (Goldstein, 1981). The following outline lists generalization and maintenance strategies incorporated into structured learning:

Instructional Setting, Materials and Personnel

1. Instruction in natural environments where the skill is actually needed (i.e. playground, hallways, school bus) (Walker, 1979).
2. Teaching in a setting similar to environments where the skill is to be used (Goldstein, 1981).
3. Using props to enhance the similarity of the teaching setting and the natural setting (Buckley and Walker, 1978; Goldstein, 1981).
4. Instruction in groups (Stokes and Baer, 1977; Stokes, Baer and Jackson, 1974).
5. Training peers, teachers and parents to reinforce skill use (inservice training for school staff, informing parents of target skills, and group instruction) (Stokes, Baer, and Jackson, 1974).
6. Teaching the skill in a variety of situations and settings (multiple role plays with different persons) (Stokes and Baer, 1977; Wahler, 1969).

Reinforcement

7. Providing reinforcement when the desired behavior occurs (Stokes and Baer, 1977).
8. Providing reinforcement on an intermittent or random schedule (Stokes and Baer, 1977).
9. Gradually decreasing the frequency of reinforcement for performance (Koegel and Rincover, 1977).
10. Allowing the students to determine their own reinforcement (Stokes and Baer, 1977).
11. Emphasis on skills relevant to the student's needs (skills the student will have the opportunity to use and be reinforced for).
12. Providing for natural reinforcement (reinforcement likely to occur in the natural environment) (Stokes and Baer, 1977) paired with other reinforcement as needed.

Skill Instruction

13. Overlearning the skill (practice several times in different sets of circumstances; multiple role plays; homework assignments) (Goldstein, 1981).
14. Systematic withdrawal of instruction (using periodic review and reteaching of the skills; daily recording skills used) (Buckley and Walker, 1978).
15. Instructing the student to use the skill when conditions indicate its use (instructed generalization) (Stokes and Baer, 1977).
16. Allowing the student to teach the skill to others or to participate as a co-teacher (helper role structuring) (Goldstein, 1981).

17. Using verbal mediation (talking oneself through the skill during modeling and role playing) (Stokes and Baer, 1977).
18. Planning opportunities for students to practice the skills (Cartledge and Milburn, 1980).
19. Implementing self-recording procedures (daily recording of skills used; homework self-recording) (Stokes and Baer, 1977).
20. Implementing individual behavioral contracts for use of a particular social skill (Stephens, 1978).

For generalization and maintenance to occur, it is further necessary to plan the classroom environment in ways that encourage students to use prosocial skills. Allowing the students to work in small groups and using cooperative learning activities (Johnson and Johnson, 1975) are examples of creating opportunities for students to practice the social skills they have learned.

Post-Teaching Assessment: Phase II

Following a series of social skills teaching sessions, it is necessary to re-evaluate the students' skills. This second phase of assessment determines student progress in social skills, indicates any adjustments in the student's instructional plan, and determines whether or not the student is actually using these skills outside the teaching setting.

Post-Teaching Evaluation

This part of the assessment is accomplished by (1) reassessment by the same techniques used in the pre-teaching phase; and (2) assessing the student's achievement on specific goals.

Sociometric techniques, direct observation and teacher reporting are carried out following the series of teaching sessions. Additional documentation of student progress is provided by again completing the social skills checklist on each student. The pre- and post-teaching scores on this checklist are then entered on the Social Skills Progress Summary (*Figure 9*).

Daily recording the social skills used by each student is accomplished through student self-report and completed homework assignments. This information, along with the goals and objectives achieved on the student's Individualized Educational Plan (*Figure 10*) provides additional documentation of social skills progress.

Assessing Maintenance and Generalization

The assessment process is incomplete without determining that the student continues to use the skill following the teaching (maintenance) and demonstrates the skill in environments other than where the teaching occurred (generalization). A review of studies by Rotherman (1980) indicates that changes in social behavior following instruction do not continue beyond a few weeks after intervention ceases. Additionally, skills taught do not automatically generalize to other environments (Stokes and Baer, 1977).

When a skill is "learned" in a given situation or setting, the only thing we can be fairly certain of is that the student can perform that skill in that setting under those specific teaching conditions. We cannot assume that the student will actually be able to use the skills outside the teaching setting.

Walker (1979) views changes in behavior as a two-stage process. Stage one consists of strategies to change the behavior (i.e. social skills instruction). Stage two consists of a second set of strategies to ensure that the learned behavior is applied over time, under a variety of conditions and in other environments. Our teaching must not overlook this second, critical aspect of social skills instruction. Teaching is only effective if the students actually use these skills.

Several strategies can be used to assess whether or not a student's performance maintains over time and generalizes to other situations and settings. These include: (1) documentation of performance on homework assignments; (2) teacher recording of observed social skills over time and in various settings; (3) successful completion of contingency contracts for use of a given skill (Stephens, 1978); and (4) implementing student self-recording procedures. (Refer to the section on transfer of training.)

17. Using verbal mediation (talking oneself through the skill during modeling and role playing) (Stokes and Baer, 1977).
18. Planning opportunities for students to practice the skills (Cartledge and Milburn, 1980).
19. Implementing self-recording procedures (daily recording of skills used; homework self-recording) (Stokes and Baer, 1977).
20. Implementing individual behavioral contracts for use of a particular social skill (Stephens, 1978).

For generalization and maintenance to occur, it is further necessary to plan the classroom environment in ways that encourage students to use prosocial skills. Allowing the students to work in small groups and using cooperative learning activities (Johnson and Johnson, 1975) are examples of creating opportunities for students to practice the social skills they have learned.

Post-Teaching Assessment: Phase II

Following a series of social skills teaching sessions, it is necessary to re-evaluate the students' skills. This second phase of assessment determines student progress in social skills, indicates any adjustments in the student's instructional plan, and determines whether or not the student is actually using these skills outside the teaching setting.

Post-Teaching Evaluation

This part of the assessment is accomplished by (1) reassessment by the same techniques used in the pre-teaching phase; and (2) assessing the student's achievement on specific goals.

Sociometric techniques, direct observation and teacher reporting are carried out following the series of teaching sessions. Additional documentation of student progress is provided by again completing the social skills checklist on each student. The pre- and post-teaching scores on this checklist are then entered on the Social Skills Progress Summary (*Figure 9*).

Daily recording the social skills used by each student is accomplished through student self-report and completed homework assignments. This information, along with the goals and objectives achieved on the student's Individualized Educational Plan (*Figure 10*) provides additional documentation of social skills progress.

Assessing Maintenance and Generalization

The assessment process is incomplete without determining that the student continues to use the skill following the teaching (maintenance) and demonstrates the skill in environments other than where the teaching occurred (generalization). A review of studies by Rotherman (1980) indicates that changes in social behavior following instruction do not continue beyond a few weeks after intervention ceases. Additionally, skills taught do not automatically generalize to other environments (Stokes and Baer, 1977).

When a skill is "learned" in a given situation or setting, the only thing we can be fairly certain of is that the student can perform that skill in that setting under those specific teaching conditions. We cannot assume that the student will actually be able to use the skills outside the teaching setting.

Walker (1979) views changes in behavior as a two-stage process. Stage one consists of strategies to change the behavior (i.e. social skills instruction). Stage two consists of a second set of strategies to ensure that the learned behavior is applied over time, under a variety of conditions and in other environments. Our teaching must not overlook this second, critical aspect of social skills instruction. Teaching is only effective if the students actually use these skills.

Several strategies can be used to assess whether or not a student's performance maintains over time and generalizes to other situations and settings. These include: (1) documentation of performance on homework assignments; (2) teacher recording of observed social skills over time and in various settings; (3) successful completion of contingency contracts for use of a given skill (Stephens, 1978); and (4) implementing student self-recording procedures. (Refer to the section on transfer of training.)

Figur

Individualized Education Plan

Grant Wood
AREA EDUCATION AGENCY
4401 Sixth Street Southwest
Cedar Rapids, Iowa 52404

ANNUAL GOALS/SHORT TERM OBJECTIVES

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT

To ________ From ________
To ________ From ________

GRADE	**BIRTHDATE**	**AUTHOR**	**REVIEWER**	**Date**

PRESENT LEVEL

(see pre-post checklist)

ANNUAL GOAL

For Social Skills
(content area)

Brian will demonstrate his mastery (evaluation of No. 4 on Elementary Social Skills Checklist) of 80 percent of Group I social skills as demonstrated in "natural" settings as measured by the classroom teacher.

Outcome Above ☐ Expected ☐ Below ☐

SHORT TERM OBJECTIVES	**STRATEGIES/MATERIALS**				Other:	Accepting a Compliment	Giving a Compliment	Joining In	Following Instructions	Asking a Favor	Asking a Question	Beginning a Conversation	Saying Thank You	Asking for Help	Listening
Brian will identify the skill steps.	Modeling, feedback														
Brian will recall the skill steps.															
Brian will role play the specific steps.	Feedback, role playing, Mastery Record Card														
Brian will identify situations where the skill is appropriate.	Homework Assignments														
Brian will plan the use of the skill (when-where-how-with whom).	Homework 1														
Brian will act out the specific steps in a simulated situation.	Homework 2 (Red Flag)														
Brian will record the practice of the skill: Settings: ____________________ ____________________ ____________________	Homework 3, Homework 4 Daily Recording Sheet														
Brian will evaluate his success in using the skill.	Homework 1 through 3 Discussion of accuracy of this self-evaluation														

Figure 9

Elementary Social Skills Progress Summary

Student: ______________________	Pretest Score Date: ____	Posttest Score Date: ____	Performance Change (+ or -)
Group I: Introductory Social Skills			
1. Listening			
2. Asking for help			
3. Saying thank you			
4. Beginning a conversation			
5. Asking a question			
6. Asking a favor			
7. Following instructions			
8. Joining in			
9. Giving a compliment			
10. Accepting a compliment			
Group II: Skills for Dealing with Feelings			
11. Apologizing			
12. Knowing own feelings			
13. Expressing own feelings			
14. Recognizing/understanding other's feelings			
15. Dealing with own anger			
16. Dealing with other's anger			
17. Expressing affection			
18. Dealing with fear			
Group III: Alternatives to Aggression			
19. Asking permission			
20. Sharing			
21. Helping others			
22. Using self control			
23. Responding to teasing			
24. Avoiding trouble			
25. Staying out of fights			
Group IV: Dealing with Stress			
26. Making a complaint			
27. Answering a complaint			
28. Dealing with losing			
29. Showing sportsmanship			
30. Dealing with being left out			
31. Dealing with embarrassment			
32. Responding to persuasion			
33. Reacting to failure			
34. Dealing with an accusation			
35. Dealing with group pressure			
36. Deciding on something to do			
37. When I want something that isn't mine			

Note. This progress summary is a modification of the "Skill Checklist Summary" found in *Skillstreaming the Adolescent*.

Handout #4

TABLE OF CONTENTS
PERSONAL POWER: Succeeding in School
PERSONAL POWER SERIES
VOLUME I

Preface
SEQUENCE 1 .... SUCCESSFULLY BEGINNING OR RETURNING TO SCHOOL....... 1-12

Lesson 1.... Meet Your New Teachers.................... 3
Lesson 2.... Seeing Teachers as They Really Are.................... 4
Lesson 3.... What Are You Expecting This School Year?.................... 5
Lesson 4.... Learning to Expect the Best From School.................... 6
Lesson 5.... Making New School Year's Resolutions.................... 7
Lesson 6.... From Vacation to Education.................... 8
Lesson 7.... Back From Another Vacation for More Education.................... 9
Lesson 8.... Returning From an Extended Midyear Absence.................... 10
Lesson 9.... Returning to School After a Disciplinary Action.................... 11
Lesson 10.... Entering a New School or Class in the Middle of the Term.................... 12

SEQUENCE 2 .... LEARNING AND REMEMBERING CLASSROOM RULES........... 13-26

Lesson 1.... What Do You Think About Classroom Rules?.................... 15
Lesson 2.... Why Do We Have Rules?.................... 16-17
Lesson 3.... Are Classroom Rules Necessary?.................... 18
Lesson 4.... The "Property" Rules.................... 19
Lesson 5.... The "Ask First" Rules.................... 20
Lesson 6.... The "Follow Directions" Rules.................... 21
Lesson 7.... The "Work Quietly" Rules.................... 22
Lesson 8.... Ready to Follow all the Rules.................... 23-24
Lesson 9.... Rule for the Future.................... 25
Lesson 10.... Rules to Live By: A Review Lesson.................... 26

SEQUENCE 3 .... LEARNING THE ROLE OF STUDENT.................... 27-40

Lesson 1.... The Job of Being a Student.................... 29
Lesson 2.... What to Wear and Bring to School.................... 30
Lesson 3.... How to Start the School Day.................... 31
Lesson 4.... How to Wait for Class to Start.................... 32
Lesson 5.... How to Use Class Breaks.................... 33
Lesson 6.... Interacting With Other Students During Class.................... 34
Lesson 7.... How to Plan to be On Time.................... 35
Lesson 8.... The Student's Work.................... 36-37
Lesson 9.... How to End the School Day.................... 38
Lesson 10.... Prepared for the Job of Student: A Review Lesson.................... 39

SEQUENCE 4 .... TEACHER INTERACTION SKILLS.... 41-52

Lesson 1.... Try Teaching a Student Like You.... 43
Lesson 2.... Try Teaching the Student You Could Be.... 44
Lesson 3.... Who's Qualified to Be in Charge?.... 45
Lesson 4.... The Teacher Gets to Be Right.... 46
Lesson 5.... Doing What the Teacher Says — When You'd Rather Not.... 47
Lesson 6.... How to Get Help from Teachers.... 48
Lesson 7.... Who's Doing Their Job?.... 49
Lesson 8.... How to Talk to Teachers.... 50
Lesson 9.... Talking to Teachers About Making Changes.... 51
Lesson 10.... Prepared to Work with Teachers: a Review Lesson.... 52

SEQUENCE 5 .... DISCOVERING THE VALUE OF YOUR CLASSES.... 53-68

Lesson 1.... What is to Be Learned About Different Subjects?.... 55
Lesson 2.... Count the Reasons Why You Need Math.... 56
Lesson 3.... The word for Language Arts: Necessary.... 57
Lesson 4.... Science: A Necessary Element.... 58
Lesson 5.... Draw Your Own Conclusion: Do You Need Fine Arts Training?.... 59-61
Lesson 6.... Is P.E. A Necessary Exercise?.... 62
Lesson 7.... Is History a Class of the Past?.... 63-64
Lesson 8.... Sew, Wood You Need Applied Arts Training?.... 65
Lesson 9.... Discovering the Purpose of Home Room.... 66
Lesson 10.... Ready to Learn Every Subject: A Review Lesson.... 67

SEQUENCE 6 .... DISCOVERING HOW TO LEARN.... 69-86

Lesson 1.... Do You Know How to Learn?.... 71
Lesson 2.... Turn the Light On.... 72
Lesson 3.... Get Your Environment Ready for Learning.... 73-74
Lesson 4.... Adjust Your Attitude to Learn.... 75-76
Lesson 5.... Ready Your Body to Learn.... 77-78
Lesson 6.... Using New Behaviors to Get Help to Learn.... 79-80
Lesson 7.... L.E.A.R.N. to Be a Successful Student.... 81-82
Lesson 8.... How to Keep Learning.... 83
Lesson 9.... Learning More About Learning More.... 84-85
Lesson 10.... The Successful Learner: A Review Lesson.... 86

SEQUENCE 7 .... CLASSROOM DISCUSSION SKILLS.... 87-102

Lesson 1.... A Discussion About Discussions.... 89
Lesson 2.... Readying Your Mind and Body for Discussions.... 90
Lesson 3.... Raise Your Hand to Join the Discussion.... 91
Lesson 4.... Joining the Discussion.... 92-93
Lesson 5.... The Right Time to Talk.... 94-95
Lesson 6.... The right Way to Disagree.... 96
Lesson 7.... Called On By Surprise.... 97-98
Lesson 8.... Avoiding Behavior Problems During Discussions.... 99-100
Lesson 9.... Discuss How Skilled You've Become.... 101
Lesson 10.... Most Likely to Succeed in Discussions: A Review Lesson.... 102

SEQUENCE 8 .... HOW TO BEHAVE IN NON-ACADEMIC CLASSES.................. 103-114

Lesson 1.... What Non-Academic Classes Have to Offer.................................. 105
Lesson 2.... Cook Up Some Good Behavior.. 106
Lesson 3.... Team Up With Some New Behavior... 107
Lesson 4.... Learn to Behave Sew Differently... 108
Lesson 5.... Picture Yourself with New Behaviors.. 109
Lesson 6.... Build Up to New Behaviors... 110
Lesson 7.... Harmonize with New Behaviors... 111
Lesson 8.... Study Some New Behaviors.. 112
Lesson 9.... Start the Day with New Behavior.. 113
Lesson 10.... Ready to Succeed in Non-Academic Classes: A Review Lesson................. 114

SEQUENCE 9 .... COPING WITH CHANGES IN THE CLASSROOM.................. 115-127

Lesson 1.... Do You Need to Change How You Cope with Classroom Changes?............. 117
Lesson 2.... Welcome the New Teacher.. 118-119
Lesson 3.... There's No "Substitute" for Good Behavior.................................... 120
Lesson 4.... Schedule Changes in Your Behavior.. 121
Lesson 5.... When the Subject or Materials Change, Your Behavior Shouldn't............ 122
Lesson 6.... Surprise! It's Time For a Test.. 123
Lesson 7.... If Students Change, Your Behavior Shouldn't.................................. 124
Lesson 8.... Don't Change Your Behavior When the Facility Changes........................ 125
Lesson 9.... Show Visitors Your Best Behavior... 126
Lesson 10.... A Change for the Best: A Review Lesson...................................... 127

Handout #5

Lesson 7

Called On By Surprise

GOAL: To instruct and rehearse students to respond to unanticipated teacher questions during classroom discussions.

MATERIALS: Chalkboard, chalk, one copy for each student of "Surprise! It's Your Turn to Talk, But . . ." Cartoons (See Handout #7-7 in the Handout Packet), Discussion Subject Flashcards (from Lesson 4), the list of potential discussion topics (from Lesson 1).

1. - **Briefly review** the major points covered in the preceding lesson, as itemized in the final section of that lesson plan.
   - **Inform** the students that they will learn more about participating in discussions by discovering HOW TO BE READY TO BE CALLED ON BY SURPRISE by the teacher. **Pass** out the "Surprise! It's Your Turn to Talk, But . . ." Cartoons, and ask the students to answer the two questions shown below, with reference to each of the cartoon pictures:
     - ☐ Have you ever faced the situation pictured in the cartoon, and didn't know what to say?
     - ☐ What can you say when you are called on by surprise? (Write some of the students' best responses on the board, and group the answers as shown below:)

WHEN YOU DON'T KNOW THE ANSWER	WHEN YOU DON'T UNDERSTAND	WHEN YOU WEREN'T LISTENING
I don't know the answer	**Can you explain it more?**	**I'm sorry but I did not hear the question**
I really don't know	**I don't understand**	**I wasn't listening**

2. - **Inform** the students that they will practice using the answers written on the board, that are ways to BE READY TO BE CALLED ON BY SURPRISE. **Read** the instructions for this practice session:

     You will be participating in a flashcard challenge during which you will have two one-minute turns to respond to Discussion Subject Flashcards. When you see the card, you should respond using one of the phrases on the board, as though you don't know the answer, don't understand or weren't listening. During your first turn, you can take your time to respond; your score will not be counted. During your second turn, respond as quickly as you can; this will help you learn to give prompt responses when you are called on by surprise. The number of answers that you give during your second turn will be your score, which your teacher will write on the board. The winner will be the student who responds correctly to the most number of cards during their second turn.

3. - **Inform** the students that they will **discuss** how they feel about being called on by surprise, by considering the following questions:
     - ☐ How do you feel when you are surprised by a question from the teacher?
     - ☐ Why do teachers call on students whose hands aren't raised?
   - **Inform** the students that they will practice answering when called on by surprise, to become more comfortable with surprise questions. **Read the instructions for this practice session:**

     Your teacher will lead a discussion on a topic from the list developed during Lesson 1. During this discussion, your teacher will be frequently calling on you when your hand isn't raised. You can use the phrases on the board if you really don't understand the question, weren't listening, or don't know the answer, but try to relax and give an answer to the question asked. Once your teacher feels that the students are becoming skilled responding when called on by surprise, he or she will begin to call on you faster and more often.

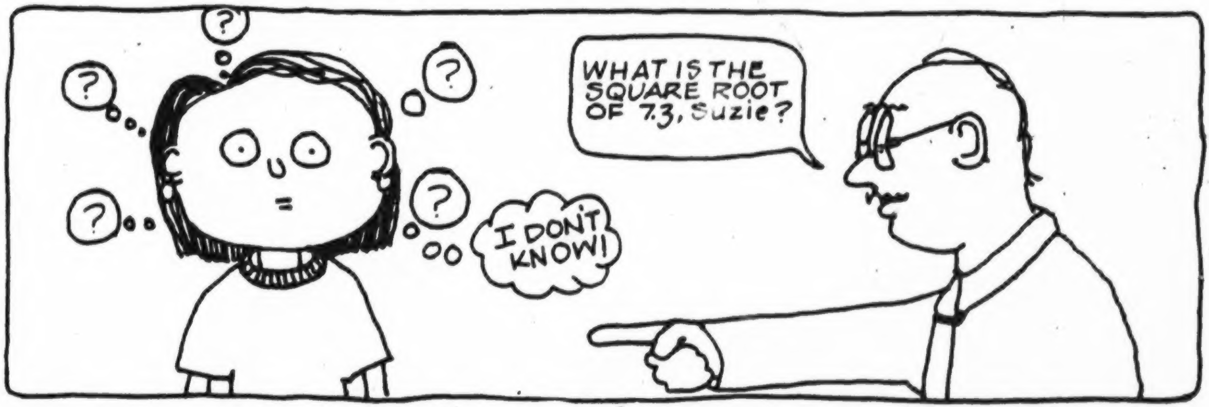
   - **Debrief** the practice session by considering the following points:
     - ☐ Do you feel more prepared to respond to surprise requests from teachers? If not, work with the class to find specific ways that might help.
     - ☐ How can you be best prepared to respond when called on by surprise? (**Assist** the students to identify that paying attention, listening and thinking about the material being discussed will help most students to be ready to answer surprise questions.)

Handout #6

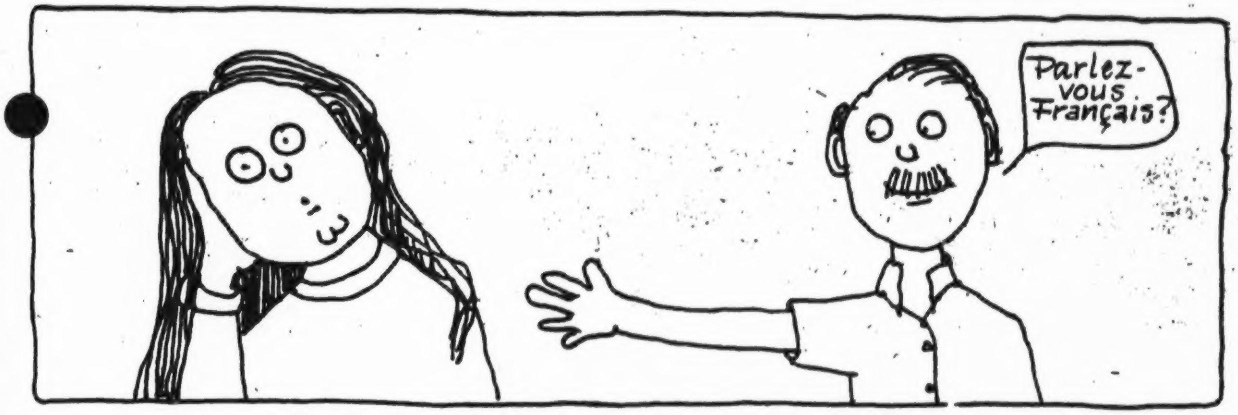
Succeeding in School

Handout 7-7

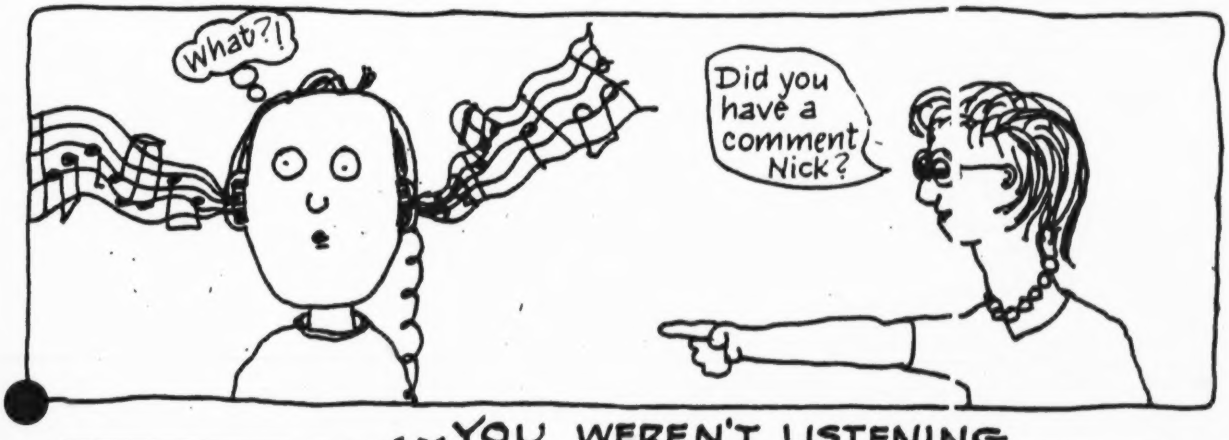
SURPRISE! IT'S YOUR TURN TO TALK, BUT . . .


WHAT IS THE SQUARE ROOT OF 7.3, Suzie?
I DON'T KNOW!
?

...YOU DON'T KNOW THE ANSWER


Parlez-vous Français?

...YOU DON'T UNDERSTAND


what?!
Did you have a comment Nick?

...YOU WEREN'T LISTENING

Handout #7

BIBLIOGRAPHY

SOCIAL SKILLS TRAINING

ASSETS. A Social Skills Program for Adolescents. Champaign, Illinois: Research Press.

This book provides detailed instructional modules for eight social skill areas critical for the adolescent. The modules are intended to be used with an accompanying videotape program but could be adapted for use without. Included are detailed skill sheets (listing steps for each skill) and criterion checklists that could supplement other programs.

Brown, C.S. & Brown, J.H. Counseling Children for Social Competence. Springfield, Ill.: Charles Thomas, 1982

This book provides information for the classroom teacher on how to conduct a social skills training program, along with modules for teaching 15 skills. Areas include gaining entry into activities/conversations, maintaining positive contact and support, managing conflicts, and leave taking.

Camp, B.W. & Bash, M.A. Think Aloud. Increasing Social and Cognitive Skills: A Problem-Solving Program for Children (Primary Level.) Champaign, Ill.: Research Press, 1981.

This program, developed for primary students, was designed to teach verbal mediation skills to effect better self control in students.

Cartledge, G. & Milburn, J.F. Teaching Social Skills to Children. New York: Pergamon Press, 1980.

This book provdes an overview of research and strategies in social skills training.

Goldstein, A.P., Sprafkin, R.P., Gershaw, N.J., & Klein, P. Skillstreaming the Adolescent. Champaign, Ill.: Research Press, 1980.

McGinnis, E. & Goldstein, A.P. Skillstreaming the Elementary School Child. Champaign, Ill.: Research Press, 1984.

Both of these texts present a step-by-step approach for a teacher who wants to use structured learning techniques in teaching social skills. Included in the books are screening procedures, methods for planning groups, steps and presentation format for each skill, and methods for management of individual and group behavior problems. The program also includes a set of audio tapes to be used by group leaders to learn the teaching skills and procedures used with the program.

Jackson, N., Jackson, D. & Monroe, C. Getting Along with Others: Teaching Social Effectiveness to Children. Champaign, Ill.: Research Press, 1983.

This program contains sixteen detailed training modules, each of which includes a rationale, instructions, scripts and homework assignments. Optional items such as relaxation training, snack time, activity, and home notes are also included. Sample skill units are following directions, problem solving, handling name-calling, and saying no to stay out of trouble.

Michelson, L., Sugai, D., Wood, R., & Kazdin, A. Social Skills Assessment and Training with Children. N.Y.: Plenum Press, 1983.

This book contains information on the need for social skills training, assessment techniques, training methods, problems in training and fifteen training modules. Sample modules are requesting favors, decision making, and empathy. The modules are well developed and provide step-by-step procedures for teaching.

ON THE LEVEL. A video-tape program available from the State Dept. of Ed.

This program provides a handbook for students to use individually or in group to explore some major affective issues for adolescents (e.g., dealing with conflict, changing family relationships, developing self-concept, etc.) This presentation is more directed toward developing an understanding than in changing behavior, however, and may be valuable in developing units for teaching social skills in which both behavior and affective and cognitive aspects need to be addressed.

Rathjen, D.P. & Foreyt, J.P. (Eds.) Social Competence: Interventions for Children and Adults. N.Y.: Pergamon Press, 1980.

This book contains 12 chapters by different authors and describes various programs for teaching social skills, self control, and problem solving.

School Psychology Review. Vol. XIII, No. 3, Summer, 1984.

This issue contains articles on social competence and social skills. The articles contain three types of information. First, two articles discuss a developmental perspective on social competence. Second, a comprehensive review of assessment techniques for social skills is presented. Third, a group of articles provide information on intervention techniques for use with children with social skills deficits.

Sheldon, Jan, Sherman, James, Schumaker, Jean and Hazel, J. Developing a Social Skills Curriculum for Mildly Handicapped Adolescents and Young Adults. Programming for Adolescents with Behavior Discorders. Council for Children with Behavior Disorders, 1985.

The purpose of this article is to outline the major considerations addressed in developing a social skills curriculum for mildly handicapped adolescents and young adults. Areas covered are selection and specification of target social skills, identification of situations where the skills are appropriate, and integration of skills with effective teaching strategies. A list of 30 skills commonly needed for handicapped students is included.

Stephens, Thomas. Social Skills in the Classroom. Columbus, Ohio: Cedars Press, Inc., 1978.

This book contains suggestions for teaching social skills in ways that children generally learn them in their natural environments. It contains 132 skills with an assessment task, evaluation task, and teaching strategy for each. Broad skill areas include environmental behaviors, interpersonal behaviors, self-related behaviors, and task related behaviors.

Walker, H., McConnell, S. & Holmes, D. The Walker Social Skills Curriculum: The ACCEPTS Program. Austin, Texas: Pro-Ed, 1983.

ACCEPTS (A Curriculum for Children's Effective Peer and Teacher Skills) contains 28 skills to be taught, including skills in the classroom (e.g., listening), basic interaction skills (e.g., eye contact, listening, answering), getting along skills (e.g., following rules, using polite words), making friends skills (e.g., complimenting, smiling) and coping skills (e.g., when you express anger or when someone teases you. The program contains information on how to set up the program as well as a video tape which shows demonstrations of the various skills.

Workshop 7

4c. The teacher will be able to use selected counseling to teach problem solving and coping techniques.

TIME	CONTENT AND LEARNING ACTIVITIES	MATERIALS
	Life Space Interviewing 1. Overview	Instructor Information #1
10	2. Reference material (Instructor and participants)	Handout #2
10	3. Pretest	Handout #3
30	4. Mini-Presentation: Introduction to LSI as an Aspect of the Psychodynamic Approach (Overhead of page 2)	Instructor Information #4
30	5. Mini-Presentation: LSI Model Instructor's Guide [Overhead of page 6 (A-E)] Participant's Handout	Instructor Information #5 Handout #6 Overhead
30	6. Life Space Interviewing Simulation (Small groups of 4 or more)	Handout #7
	7. Posttest	Same as Handout #3

Handout #1

Overview of Module

6 MODULE

The life space interview (LSI) is an intervention technique often originating from a crisis situation. It is a psychodynamic approach to problem solving because it focuses attention on attitudes and feelings. The goal of an LSI may be to develop a plan for personal change, or it may be to provide support for an individual experiencing emotional upset. In either case, "trust, empathy, and communication are the foundations of life space interviewing.

The technique focuses on using a specific incident to develop a plan for individual change. The interview begins by allowing the student to express his feelings, without teacher imposition of value judgments. The teacher and student then reconstruct the details of what happened. The teacher explores with the student other times when something similar has happened. He then attempts to establish with the student a need to change. For example, the teacher may be able to help the student see that his reaction does not get him what he really wants. Together, they may work out a specific plan of action. It might be to ask the teacher if he can re-do a test. They may also establish a long term plan, such as the student coming in for individual tutoring when he has difficulty with a certain topic. The purpose of the plan is to establish the student's investment in and commitment to change.

Handout #2

PARTICIPANT HANDOUT

LSI - RESOUCE READINGS

The Concept of the Life Space Interview

Fritz Redl

It is our contention that life space interviewing plays an important part in the lives of all children. All adults in an educational role in children's lives find themselves in many situations which could correctly be thus labeled.

It is our contention that the life space interview assumes a mediating role between the child and what life holds for him, which becomes just as important as the interviewing that goes on within the pressurized cabin.

It is our contention that in work with seriously disturbed children, even if they are not exposed to the special type of pressurized cabin therapy over and beyond their exposure to milieu therapy, the strategically wise use and technically correct handling of the life space interviews held with the children are of foremost clinical importance.

It is our contention that even where children are exposed to clear-cut pressurized cabin therapy, for special therapy of one phase of their problem, the wisdom of strategy and technique used by their natural home or school life personnel in mediating life experiences for them is of major strategic relevance in its own right.

It is, before all, our contention that what goes on in a life space interview, even though held with the child by somebody not his therapist, in the stricter interpretation of the term, involves as subtle and important issues of strategy and technique as the decisions the psychoanalyst has to make during the course of a therapeutic hour.

It is our contention, last and not least, that any application of total life milieu therapy as supportive to individual therapy, or undertaken in its own right, will stand or fall with the wisdom and skill with which the protectors, teachers, and interpreters in the children's lives carry out their life space interview tasks.

It is for this reason that we shall try to subject some of the occurrences during the process of a life space interview to the same type of scrutiny that psychiatric therapy techniques have for a long time been exposed to in our technical seminars. By the way, one more word about the *term*:

What we have in mind when we say "life space interview" is the same thing as what my staff, my friends, and my coworkers, while I still lived in Detroit, referred to under the name of *marginal interview*. The reasons for the change in terms are many, and seem to me so strong that they outweigh the equally obvious disadvantages of the switch in name. When I, and many of us in the same type of work, started talking about the marginal interview, it was pretty clear, out of our own context of operation and to us personally, what we felt it was "marginal" to. We meant, at first, the type of therapylike interview that a child may need around an incident of stealing from the "kitty" in his club group, but which would be held right around the event itself by the group worker in charge of that club, rather than by the child's therapist—even though the material around the incident would probably later be getting into therapy, too.

So—it was "marginal" in two ways: marginal in terms of the rest of the life events around which it was arranged; and marginal in terms of the overall job expectation of a group leader, who uses casework or therapy technique even while functioning in his group leader role.

Since I moved into the operation of our residential treatment design[1] within a huge hospital setting, the term "marginal" has lost the clarity of its meaning entirely, besides other disadvantages which the low-status sound of the word "marginal" seems to assume for many people.

In changing to the term "life space interview," we apologize for the possible confusion that might be created because we are using the term here with an entirely different meaning from the one Kurt Lewin had in mind. In spite of this disadvantage, we feel that the term is at least frank in its emphasis on the major characteristics of this type of interview we have in mind. In contrast to the interviewing done in a considerable detachment from direct involvement in the here and now of Johnny's life, such as the psychoanalytic play therapy interview, the life space interview is closely built around the child's di-

---

Abridged from Fritz Redl "The Concept of the Life Space Interview" American Journal of Orthopsychiatry, XXIX January 1959 1-18 Copyright © 1959 the American Orthopsychiatric Association, Inc Reprinted by permission

rect life experience in connection with the issues which become the interview focus. Most of the time, it is held by a person who is perceived by the child to be part of his "natural habitat or life space," with some pretty clear role and power-influence in his daily living, as contrasted to the therapist to whom one is sent for "long-range treatment." We are fully aware that none of the similarities or differences implied here are truly characteristic for the two operations, in fact, to find similarities and differences is the goal, not the starting point for our research. For the time being, and until someone with more imagination and linguistic know-how gives us a better clue, we think the term is as good, or bad, as any we could think of to connote what we have in mind. Frankly, we aren't quite used to it ourselves, and you may find us slipping back into calling the whole thing by its old Midwest-flavored name of the "marginal" more often than we may be willing to admit.

Goals and Tasks of the Life Space Interview

First, I want to select for discussion two major categories of goals and tasks for life space interviewing: (a) Clinical Exploitation of Life Events; and (b) Emotional First Aid on the Spot. The difference between these two categories does not lie in the nature of the event around which the need for the life space interview arose—we shall in the future refer to this event as the "issue"—but in our decision as to what we want to do with it; it is also defined, of course, by the question as to just what the situation itself allows.

Let's assume that a group of children are just about ready to go out on that excursion they have anticipated with eagerness for quite a while. Let's assume there is, due to our fault, somewhat more delay at the door because of a last-minute search for lost shoes, footballs, etc., so that irritability mounts in the gang that is already assembled and raring to go. Let's further assume that in the ensuing melee of irritated bickering two of our youngsters get into a flare-up, which ends up with Johnny's getting socked more vehemently than he can take, furiously running back to his room, cursing his tormentor and the world at large, all educators in particular, swearing that he will "never go on no trip no more in his whole life." We find him just about to soak himself in a pleasurable bath of self-pity, nursing his grudge against people in general and adding up new evidence for his theory that life is no good, people are mean "so-and-so's" anyway, and that autistic daydreaming is the only safe way out.

Well, most of us would feel that somebody ought to move into this situation. The staff member who tries to involve the sulking child in a marginal interview at this time has a choice of doing either of two things:

He may want to be with John in his misery, and to assist the child in disentangling the complicated web of emotions in which he is so hopelessly caught, simply in order to "get him over it" right now and here, to get him back into his previous enjoyment-anticipating mood. This situation seems to be quite comparable to the concept of "first aid"; the organism is capable of taking care of a wound produced by a minor cut, but it might be wise to help it.

On the other hand, depending on how much time there is and how Johnny reacts to the adult's interview strategy, the adult may suddenly find that this opportunity gives him a long-hoped-for chance to help John to come to grips with an issue in his life which we so far have had little possibility to bring to his awareness. Thus, he may forget about his intention of getting John back to his original cheerful excursion-anticipating mood; he may even give in to his sulky insistence that he "wasn't going to go nohow," but he may decide to use this special opportunity to start on an interpretational job. He may begin to tie this event up for John with many similar previous ones, and thus hope to help him see how John really "asks for it" many times, even though he has no idea that he does so, and how his irritably rude provocation or lashing out at other children often gets people infuriated, or whatever the special version of this perennial theme may be. In short, half an hour later our interviewer may be driving after the rest of the group with a somewhat sadder but wiser companion at his side, or he may at least have laid the groundwork for some such insight to sink in at a future opportunity, or to be picked up by his "therapist" at a later opportunity in case John happens also to be "in individual therapy" of the more classical style.

By the way, most of the time we can't be sure before an interview under which of the two goal categories it will eventually have to be listed, for we may in the middle of an interview find good enough reason for a switch from the original intent with which we entered the scene.

6

This differentiation between "Emotional First Aid on the Spot" on the one hand, and "Clinical Exploitation of Life Events" on the other, however, still leaves us with two rather comprehensive categories before us. I feel that the practitioners among you would like it better if we broke those wider concepts down into smaller units and thus brought them closer to the observational scene.

The Clinical Exploitation of Life Events

Our attempts at pulling out of a life experience, in which a given child is involved, whatever clinical gain might be drawn from it for our long-range treatment goal, may assume some of the following special forms:

Reality rub-in. The trouble with some of our youngsters, among other things, is that they are *socially nearsighted.* They can't read the meaning of an event in which they get involved, unless we use huge script for them and underline it all in glaring colors besides. Others are caught in such a well-woven *system of near to delusional misinterpretation of life* that even glaring contradictions in actual fact are glided over by their eyes unless their view is arrested and focused on them from time to time. More fascinating even, are the youngsters whose preconscious perception of the full reality is all right, but who have such well-oiled ego skills in alibi-ing to their own conscience, and rationalizing to any outside monitor's arguments, that the picture of a situation that can be discussed with them is already hopelessly repainted by the time we get there. It is perhaps not necessary to add how important it is, strategically speaking, that such children have some of this "reality rub-in" interviewing done right then and there, and preferably by persons who themselves were on the scene or are at least known to be thoroughly familiar with it.

Symptom estrangement. In contrast to their more clearly neurotic comtemporaries, our children's egos have, in part at least, become subservient to the pathological mechanisms they have developed. They have learned well how to benefit from their symptoms through secondary gain, and are therefore in no way inclined to accept the idea that something is wrong with them or that they need help. A large part of the "preparatory" task at least, without successful completion of which the magics of the more classical forms of individual therapy are rather lost on these children, consists in alienating their ego from their symptoms. Hopeful that there must be somewhere a nonpathology-swallowed part of their ego functions waiting for a chance to speak up, we use many of their life situations to try to pile up evidence that their pathology really doesn't pay, or that they pay too heavily for what meager secondary gain they draw from it, or that the glee they are after can be much more regularly and reliably drawn from other forms of problem-solving or pursuit of life and happiness. By the way, the assumption in all this is *not* that one can simply argue such children through well-placed life space strategy into letting go of their symptoms; part of the job needs to be tackled, in addition, by many other means. However, we can *enlist* part of their insight into helping their ego want to liberate itself from the load of their pathology. To make it possible for them, even after they want to, to shuffle off the unconscious coils of their neuroses, is an issue in its own right. We also ought to remember at this point how important it is that symptom estrangement be pursued consistently by all the staff all the way down the line. It would do little good to *talk* in interviews about the inappropriateness of their symptomatic actions, if the social reality in which they live made it too hard for them to let go of those very symptoms. Our action definitely has to be well attuned to our words in this task more than in any other.

Massaging numb value-areas. No matter how close to psychopathic our children may sometimes look, we haven't found one of them yet who didn't have lots of potential areas of value appeal lying within him. But while the arm is still there, circulation has stopped. Value sensitivity in a child for which his inner self has been liberated still needs to be *used*, and something has to be done to get circulation going again. Admitting value sensitivity, just like admitting hunger for love, is quite face-losing for our youngsters. There are, however, in most youngsters some value areas which are more tax-exempt from peer group shame than others. For instance, even at a time when our youngsters would rather be seen dead than overconforming and sweet, the appeal to certain codes of "fairness" within their fight-provocation ritual is quite acceptable to them. Thus, in order to ready the ground for "value arguments" altogether, the pulling out of issues of fairness or similar values from the debris of their daily life events may pay off handsomely in the end.

New-tool salesmanship Even the most classicism-conscious therapists confess from time to time that they spend quite some effort helping a youngster see that there are other defenses than the ones he is using, and that doing this may at least partially widen the youngster's adaptational skills. The therapist, however, who operates in the "pressurized cabin" of a long-range classical style individual therapy design cannot afford to waste too much of his effort in this direction, or he would puncture the pressure-safe walls he has spent so much time building up to begin with. So, as soon as the potential to use such mechanisms has been liberated in individual therapy, the adults who "live" with those children can begin to use many of their life experiences to help them draw from them the vision of a much wider range of potential reaction to the same mess. Even the seemingly simple recognition that seeking out an adult to talk it over with is so much more reasonable than to lash out at nothing in wild fury may need to be worked at hard for a long stretch of time with some of the children I have in mind.

The life space interview offers a chance to leave the more general level of propaganda for better adjustment tools, and to become quite specific in the demonstration of the all too obvious inadequacy of the special tool previously chosen by the child. In this respect we feel the same advantage that the salesman may feel who, besides having leaflets to distribute, is given the opportunity to demonstrate.

Manipulation of the boundaries of the self. From time to time one invariably runs into a child who combines with the rest of his explosive acting-out type of borderline aggressive pathology, a peculiar helplessness toward a process we like to refer to as *group psychological suction*. Quite vulnerable to even mild contagion sparks, he is often discovered by an exceptionally brilliant manipulator of group psychological currents and then easily drifts into the pathetic role of the perennial "sucker" of an exploitation-happy subclique.

The life space interview, of course, offers a strategic opportunity to begin to move in on this. To illustrate what we mean by this concept of "manipulation of the boundaries of the self"—and leaving out all the details as to life space strategy employed in the case—the following example may serve:

Several months ago, we felt that the time was ripe to "move in" on the problems of one of our youngsters around "group psychological suction" described above, so we decided to exploit incidents of this sort, wherever they might happen, through an increased use of "life space interviews." We felt good when eventually the following incident occurred one day in school: Two boys of the subclique that enjoyed exploiting this youngster were hard at work to get him to "act up" for them. This time their wiles didn't seem to get them anywhere; in fact, in the process of accomplishing their job they got out of hand themselves and got themselves "bounced." They were hardly out of the room when the youngster in question turned to the teacher, with a relieved look on his face, and declared, "Gee, am I glad I didn't get sucked into this one."

Many of our children are more ready than one would assume at first sight to expand their concept of the wider boundaries of their self into including other people, benign adults, their group, or the whole institution to which they feel a sense of belonging, and so on. In an entirely different direction, again, we may want to use life incidents to help youngsters with the problem of acceptance of their self, or of hitherto split-off parts of it. Anything that educators describe under terms such as "encouragement," "inculcating a feeling of worthfulness and pride," and anything that betrays confused attitudes of the children toward their "self" in the form of despondency coupled with megalomanic illusions, etc., might well be grouped under this heading.

In summary, we should underline the implication that these five goals for the use of the life space interview were meant to be illustrative rather than system binding. In all the instances we have raised so far, the real *goal* of what the life space interviewer did was the clinical exploitation of a given life event. It meant making use of a momentary life experience in order to draw out of it something that might be of use for our long-range therapeutic goals.

Emotional First Aid on the Spot

While children are exposed to therapeutic long-range work on their basic pathology, it is important to remember that they are still forced to live with their symptoms until they finally can shed them, and that child development is also still going on. For, while it is true that our children are sick enough to deserve the term "patients," we must never forget that child patients are still *growing youngsters*. This means that the adult, who accompanies them during the various phases of their growth, is also needed as an *aid on the spot* in those adjustment demands of daily life that they cannot well manage on their own. It is our contention that this in itself is an important enough task to deserve special technical attention, and that the opportunity for such "aid in conflict" includes the situations which we term "life space interview." The emphasis here lies in the fact that emotional first aid in itself is a perfectly valid reason for a carefully planned life space interview, even if this special issue around which the interview is built promises no long-range gain in the same way in which we described it in the previous section. As illustration of the goal which a given life space interview may set itself, we should like to enumerate again five randomly assembled subcategories:

Drain-off of frustration acidity. Even normal children experience easily as something quite infuriating the interruption of the pleasurable exploit in which they happened to be engaged. This is especially unfortunate with our type of child who has such low frustration tolerance, for he is over-aggressive and hostility-projective to begin with. It is here that the life space interview has an opportunity to serve as an over-all hygienic device. In sympathetic communication with the child about his anger or justified disgust at the discomfort of having been interrupted, we can drain off the surplus of intervention-produced hostility, and thus avoid its being added to the original reservoir of hate. Such situations offer themselves especially when something has gone wrong with a planned enterprise, or if the mere need to maintain a schedule may force interruption.

Support for the management of panic, fury, and guilt. The trouble with many children is not only that they *have* more feelings of anxiety, panic, shame, guilt, fury than they should or than the normal child would experience, but also that they don't know what to do with such states of mind when they get into them. We have already complained, in *Children Who Hate*, about how difficult it is to help such children to react correctly even if they do feel guilty when they should. It is important, then, that the adult intervene and give first aid as well as therapeutic support whenever heavier quantities of such emotions hit the child or the group. In our own over-all strategy plan, for instance, we consider it important that an adult always stay with the child, no matter how severe his tantrum attack may become. The knowledge that we are just as interested in protecting him from his own exaggerated wishes, as from the bad intent of other people, has been found quite ego supportive in the long run. By being with the child right after the excitement of a blowup abates, the adult can often help the child "put things back into focus and proportion" again. He can also aid him in the return to the common course of activities or social life of the day without the sour after-taste of unresolved hurt.

Communication maintenance in moments of relationship decay. There is one reaction of our children to experiences of emotional turmoil which we fear more than any other they may happen to produce—and that is, the total breakoff of all communication with us and full-fledged retreat into an autistic world of fantasy into which we are not allowed to penetrate. We get scared, because with children at the borderline of psychotic withdrawal from any and all reality this weapon of defense against help from us is the most efficient one.

It is used especially frequently when events force us to a clear-cut form of intervention in a youngster's behavior, the nature of which seems, at first sight, to offer an especially "clear-cut" point of argument or interpretation to the child. Yet, at this very moment he is liable to drop all relationships with us, and thereby makes us quite helpless in our attempt to offer sympathy, explanation or support. Often, for instance, after a particularly vicious attack upon another child, a youngster will misperceive the motives for the intervention of a protective and battle-interrupting adult to such a degree that he interprets even the most well handled interruption of the fight as rude and hostile "betrayal." To this he reacts with such resentment that the breakdown of all previously established relationships with that adult seems imminent. It is important that this process be stopped right then and there and that we prevent the *next step* in the youngster's defensive maneuver, namely, the withdrawal of all communication and the total flight into autistic daydreams. Often, in such a moment, it is obvious that nothing we could do would make any impact on the hopelessly misconceived image in the youngster's mind. However, our attempt to involve the youngster in some form of communication may prevent the next level of retreat from us right then and there. So we surrender any plan to "talk to the point," but simply try to keep communication flowing between child and adult, no matter on what theme and no matter how trivial or far removed it may be from the issue at hand.

Regulation of behavioral and social traffic. This specific task of the life space interview doesn't look like much, and we have become painfully aware that people have a tendency to consider it too "superficial" and undignified to be included in items as status-high as the discussion of "interview techniques." Yet, our respect for the clinical importance of our service as *social and behavioral traffic cops* has gone up, if anything, over the last ten years. The issue itself is simple enough and doesn't need much explaining. The performance of the task, however, may get so difficult that it is easily comparable to the most delicate problems that might emerge in individual therapy of either children or adults.

The facts of the situation are these: The children know, of course, what over-all policies, routines, rules of the game of social interaction are in vogue in a given place. Only, no matter how well they "know," to *remember* the relevance of a given issue for a given life situation is a separate task, and to muster enough ego force at the moment to subject impulsivity to the dictates of an internalized concept of rules is still another. Thus, the service they need becomes very similar to the job the traffic cop, when functioning at his best, would perform for adults, and even the most law-abiding ones amongst us may need such help from time to time. He reminds us of the basic rules again or warns us of the special vicissitudes of the next stretch. He may point out to us where we deviate dangerously even though we happen to be lucky this time. Since people do not necessarily learn even from dramatic experience, unless they are aided by a benign and accepted guide, it may be important to go, in a subsequent session, through a stretch of behavioral confusion and to use it for reinforcement of our over-all awareness of the implications of life. Since our children are especially allergic to moralizing or preaching or lecturing of any kind, it would not do to offer them a condensed handbook of behavioral guidelines. It is important to subdivide that phase of their social learning into a number of aids *given on the spot* when needed most.

For example: we have a clear-cut policy on our ward about the child's going to our school sessions, and about the reasons for this, as well as the course of events which will take place if a child gets himself "bounced" for the time being. We have spent great effort to have everybody live this policy consistently so that the unanimous attitude of all adults involved could serve as an additional nonverbal reinforcer of the basic design. Yet, in order for all this to become meaningful and finally incorporated and perceived as part of the overall structure of "life in this place" for our children, it took hundreds of situations of life space interview surrounding school events.

Umpire services—in decision crises as well as in cases of loaded transactions. The children often need us for another function, which may sound simple though the need for it may be emphatic and desperate: to *umpire*. This umpiring role in which we see ourselves put may be a strictly internal one. It sort of assumes the flavor of our helping them decide between the dictates of their "worser or their better selves." For those instances, our role resembles that of a good friend whom we took along shopping—hoping he would help us maintain more vision and balance in the weighing of passionate desire versus economic reason than we ourselves might be capable of in the moment of decision-making. However, we wouldn't want to restrict this term to its more subtle, internal use. We envision it to go all the way from the actual umpiring of a fight or dispute, of a quarrel about the game rules in case of conflict or confusion, to the management of "loaded transactions" in their social life. Into the last category fall many complicated arrangements about swapping, borrowing, trading, etc., the secondary backwash from which may be too clinically serious to be left to chance at a particular phase. Many such situations, by the way, offer wonderful opportunities to do some "clinical exploitation of life events." But, even if nothing else is obtained in a given incident of this kind, the hygienic regulation and the emotionally clean umpiring of internal or external dispute is a perfectly legitimate and a most delicate clinical job in its own right.

Summarizing all this, we should like to emphasize what we tried to imply all along: All these "goals"—the strategic exploitation type, as well as the moment-geared emotional first-aid ones—may be combined sometimes in one and the same interview, and we shall often see ourselves switch goals in midstream. We probably need not even add that the type of goal we set ourselves at a given time in our project would also be strongly influenced by the phase the children find themselves in in their individual therapy, and of course, just where they are in their movement from sickness to mental health. In fact, the "stepping up" as well as the "laying off" in respect to selecting special issues for life space interview or for purposely leaving such materials untouched is in itself an important part of the over-all coordination of individual therapy and the other aspects of our therapeutic attack on the pathology of a given child.

Speculations about Strategy and Technique

The importance of a clinically highly sophisticated concept of *strategy and technique* in regard to the life space interview is taken for granted in this discussion by now. That this short symposium cannot hope to do more than open up the issues and point at the need for more organized research seems equally obvious. In view of this, it may seem most advisable to concentrate on one of the core problems of all discussions on strategy and technique, namely, the question of *indications and counterindications;* and to draw attention to some of the most urgent aspects that need further elaboration soon. If we say "indications and counterindications," by the way, we mean to refer to both: indications and counterindications for the *holding* of a life space interview to begin with, as well as indications and counterindications for a specific *technique* or for the establishing or abandoning of a specific strategic move. The question "Should I keep my mouth shut or should I interpret this dream right now?" which is an issue so familiar to us from discussions of individual therapy, has its full analogy in the orbit of life space interview work.

The following criteria seem to turn up most often in our discussions of technique:

Central theme relevance. By this we mean the impact of over-all strategy in a given therapeutic phase on the question of just what situations I would move in on and what issues I would select for life space interview pick-up. It would not do to surround the children with such a barricade of attempts to exploit their life experiences for clinical gains that it would disturb the natural flavor of child life that needs to be maintained; and too much first aid would contain the danger of overdependency or adult intervention oppressedness that we certainly want to avoid. As an example for this: At certain stretches we would purposely keep away from "talking" too much about our previously quoted youngster's proneness to allow himself to be played for a sucker. It is only after certain over-all therapeutic lines have emerged that we decide in unison that such incidents should from now on be exploited more fully. It was felt, at that particular time, that the child's individual therapist would welcome such supportive rub-in from without.

Ego proximity and issue clarity. The first of these two is an old standby, well known from clinical discussions in classical psychoanalytic work. One simply does not sail interpretatively into material that is at the time so "deeply repressed" that bothering it would only unnecessarily increase resistance or lead to marginal problems in other areas. On the other hand, material of high ego-proximity had better be handled directly, else the child might think we are too dumb or too disinterested to notice what he himself has figured out long since on his own. The same issue remains, of course, an important criterion in life space interview work.

The item of *issue clarity* is a more intricate one and becomes especially complex because of the rapidity with which things move on the behavioral scene of children's lives and because of the many factors that may crowd themselves into the picture. Just one brief illustration of what we are trying to point out:

Johnny has just attacked another youngster viciously, really undeservedly. The other child's surprise and the whole situation are so crystal clear that this time we are sure that even our insight-defensive Johnny will have to let us show him how he really asked for it all—So, here we stand, our clinical appetite whetted while we watch the fight. But—wham—a third child interferes. He happened to run by, couldn't resist the temptation of getting into the brawl, and he is a youngster Johnny has a lot of hostile feeling about anyway. Before anybody quite knows what has happened, Johnny receives from that interfering youngster a blow much too heavy and unfair for anybody's fight ritual, and so, of course, Johnny leaves the scene howling with fury, pain, and shame about losing face. Obviously, we had better assist Johnny in his predicament, but the idea of using this life space interview for a push in the direction of Johnny's self-insight into the provocativeness of his behavior seems downright ridiculous at this point.

Role compatibility. Children who live in an institutional setting do not react to individual people as "persons" only. There is also a direct impact brought to bear on them from the very "role" they perceive a particular adult to be in. This issue has long been obscured by the all too generalized assumption that the personal relationship between child and adults is the only thing that counts. To illustrate this point:

When a camp counselor finds her whole cabin up on the roof where they know they shouldn't be, she may have trouble getting them down no matter how much the children may all love her. I, as the camp director walking on that scene, may find it much easier to get them off the roof; in fact they may climb down as soon as they see me coming along. This does not mean that they have a less good relationship to their counselor or a better one to me. It simply means a difference in their role expectation. The counselor for them is seen in the role of the group leader, which heavily contains the flavor of the one who plans happy experiences with them. It is true that on the margin of this role they do know that the adult counselor also has certain "over-group-demanded" regulations to identify herself with and to enforce. However, that part of her role—and for the sake of a happy camp experience we hope so—is less sharply in focus than the program-identified one. In fact, if that counselor got too fussy or too indignant about the youngsters' not responding immediately, or used the argument of the over-all camp regulations against her gang too fast, this would create resentment and a loss of subsequent relationship for a while. The role of the camp director, no matter how cordial individual feelings toward him may be, is much more clearly loaded with the expectation that it is his job to secure over-all coordination of many people's interests. The children would therefore expect the director to make a demand for them to get off that roof, and would not hold it as much against him that he does interfere with the pleasure of the moment or considers the whole camp more important than "Cabin 7" at this time.

The compatibility of the major role of a given adult with the role he is forced into by the life space interview is an important strategic consideration. In our present operation, for example, we felt, during the first year or so, that it was quite important that the role of the *counselor* be rather sharply set off from that of the *ward boss*, the *teacher*, the *therapist*. . . . During that phase it also seemed important for us to protect the counselor from too many unnecessary displaced hostilities, since she has enough to do to handle those that would naturally come her way. In short: During that period of time we felt it important that all requests for going home or for special prolonged week-end visits, etc., were steered to the psychiatrist, who was seen as the ward boss by the children. The transference character of many of these requests and the terrific ambivalence of the children about them, thrown on top of all the aggression manipulation a counselor has to cope with anyway in her daily play life with the child, would have increased the ensuing confusion. The arrangement we created allowed the ward boss to absorb some of the extra frustration acidity unavoidably generated during such interviews, while the counselor was, so to say, "taken off that hook." At the same time, however, we did feel that the counselor is the most natural person to assist the child in *first aid* interviews around his concern about home, mother's not turning up for a visit, etc.

Mood manageability—the child's and our own. With due respect to all the clinical ambition any staff member can have about managing his own mood, there is a limit beyond which he cannot be forced any further. Such limits need to be recognized. Oversimplifying the issue for purposes of abbreviation:

If I work for an hour in order to get the children finally in shape to be quite reasonable and have a good stretch of quite happy and unusually well modulated play with me, I can't possibly act concerned enough if one of them does something that needs a more serious "reality rub-in" for good measure. This is especially the case where we allow a child to play his "cute antics" for the service of everybody's entertainment, and where he suddenly begins to go too far. Even a serious talk with someone who quite visibly found the same antics cute two minutes ago will not have the same strategic chance as a talk with one who was not involved in the original scene.

The item of mood manageability is, of course, an even more difficult one as far as the mood of the children is concerned. The issue may be clear enough, and the event beautifully designed to draw some learning out of it. If the youngster in the meantime gets overexcited, bored, tired, or grouchy, the best laid-out issue would be hopelessly lost and we had better look for another occasion for the same job.

Issues around timing. One of the great strategic advantages of the life space interview is the very flexibility in timing that it offers us. We don't have to hope that the child will remember from Friday noon until his therapy hour next Wednesday what was happening just now. We can talk with him *right now*. Or, having watched the event itself that led to a messy incident, we can quite carefully calculate how long it will take the youngster to cool off enough in order to be accessible to some reasonable communication with him, and move in on him at that very calculated time. Or we may even see to it that he gets enough emotional first-aid from us or from our colleagues so that he can be brought into a state where some insight-focused discussion with him is possible at last. One of the most frequent dilemmas that aggressive and explosive children force us into is the fear of waiting too long to talk about something, because we know how fast they forget, as opposed to the need to let some cooling off take place, lest the interview itself get shot through with the aggression debris left over from the original scene. Sometimes external things happen and the "time" aspect may often work against us. I shall never forget the painful experience several years ago in which I finally had succeeded in working a bunch of quite recalcitrant delinquents into a mood conducive to my talking with them about an issue they didn't want to face. Just then the swimming bell put a rude end to my efforts. To keep them one minute longer while they heard and saw everybody else running down to their beloved free swim would have made shambles out of my carefully built up role as interpreter of the rules of life.

The impact of terrain and of props. Both the life space interview and the more classical styles of individual therapy believe in the importance of terrain and props. In the long-range therapy, after we have figured out the most goal-supportive arrangements, the problem of terrain and props loses its importance because it can easily be held constant or can at least be kept under predictable control. While the most favorable terrain is always the one in which both partners feel most comfortable, in life space interviewing the terrain may be terrifically varied, and neither it nor the selection of props is often within our power.

In fact, more often than not, terrain as well as props are on the side of the child's resistance, rather than on our side. This is, of course, especially true when we move in on a situation involving extreme behavioral conflict.

For the child, the most comfortable place may be the one behind his most belligerently cathected defenses. From bathtub to toy cabinet, from roof or treetop to "under the couch," his choice of terrain seems endless. In all cases the problem of what emotional charge the surrounding props may suddenly assume remains of high technical relevance. Besides what is going on between the two people, what is going on between *them and space and props* can become of great relevance.

In summary, the choice of a given technique must be (1) dependent on the specific goal we have in mind (2) within a given setting (3) with a specific type of child (4) in a given phase of his therapeutic movement.[2] There is no "odd" or "bad" technique in itself. The very procedure that "made" one situation all by itself may be the source of a mess-up in another, or may have remained irrelevant in a third. However, this reminder, while disappointing, would not be too hard to take, for we have learned that lesson from the development of concepts of strategy and techniques for the psychiatric interview long ago. Rather than relearn it, we simply need to remember the difference between a pseudoscientific technical trick-bag, and a more complex, but infinitely more realistic concept of multiple-item conditioned choice of criteria for the selection of strategy as well as of techniques.

Article Footnotes

---

1. Whenever in illustrations the "children on our ward" are mentioned, this refers to the following setting: Closed Ward within the premises of the National Institutes of Health, a large research hospital. The children referred to here: a carefully selected group of six boys ranging in age from eight to ten years at the time of intake, chosen as representative of "borderline" disturbances commonly referred to as "explosive acting-out type of child." They are children of normal IQ, however, and are expected to be free from traceable physical pathology, characterized in their behavior by a rather extreme volume of aggression, extreme forms of reckless destruction, and loaded with an amazing array of learning disturbances and character disorders to boot. The ward on which the children lived was staffed and operated more along the lines of a camping program, with the hospital as a base, but not ultimate limit for the activities. At the time of the presentation of this material, the movement of the children into a newly constructed open residence was imminent. The treatment and research

goals of the operation included the study of the impact of intensive individual psychotherapy (four hours per child per week), of observations in our own school setting (individual tutoring as well as group school), and exposure to "milieu therapy" in their life on the ward.

2. Many of illustrations used in this paper need to be understood as limited by the specific conditions under which the observations were made. For their full evaluation, a detailed description of the over-all program and ward policies for the clinical management of the children and for the guidance of staff behavior would have to be added here. It is, therefore, expected that most of our illustrations will have to be read with this reservation in mind. While literal translation into practice with other children in different settings is not intended, we do imply emphatically that the basic principles we are trying to illustrate here should hold for a wide variety of designs.

Life space interviewing should not be linked with crises alone. Rather it is an appropriate style of teacher-pupil interaction to deal with many issues. Although the process evolved as a control technique, it is now more generally applied. In the following article by Morse, more or less extreme cases are used for illustration, but other less stringent problems can also be worked with in this manner. Redl's article gives the psychological elements of life space interviewing. Morse gives steps and stages that teachers can use to organize interviews. In LSI training programs, discussion and study of actual interview tapes enable the supervisor to help a teacher use the technique effectively. Without supervised practice, it is most difficult to learn any new skill. However, a conceptual system helps teachers practice talking with children in the format of life space interviewing. No one would go through the "steps" in sequence, or even use them all in the same interview. But they provide nodal points in thinking about the process as a model of interaction. This article should be read with Redl's theory article.

Worksheet on Life Space Interviewing for Teachers

William C Morse

A major problem for teachers is how to talk or counsel effectively with pupils and groups of pupils, whether it be for the purpose of exploring a general attitude, a motivational complex, or a control and management problem with mild or severe implications.

These conditions are apparent (1) teachers cannot adopt a counselor's role, be it psychoanalytic or non-directive; (2) it is not possible to refer all "working through of problems" to persons outside the classroom; (3) it is not adequate to continue an outmoded moralistic approach or some equally unsophisticated and undynamic method.

Any model worthy of teaching as a profession must embody the deepest understanding of individual and group dynamics. But it must be focused on practice suited to the "firing line" operation of teaching rather than the consultation room. There is considerable disagreement about the role of a teacher, but no one will argue that the profession is sorely in need of new methods for assisting in the socialization processes and for dealing with the increasingly complex and frustrating behavior that pupils bring to the school. Whatever we do should be based on the generic nature of the educative process and the legitimate responsibility of the school. The concept of LSI is geared to these propositions.

Several theoretical developments have produced the present theoretical stance.

1. The concept of milieu as developed by Lewin and Redl. The application to the school implies an awareness of the total psycho-social system of a school.
2. The concept of Life Space Interviewing by Redl is designed to work with behavior "in situ."
3. The concept of crisis intervention by Caplan and others makes it clear that active intervention in times of stress is a most productive teaching opportunity.

All rights reserved. Permission to reprint must be obtained from the publisher

4. The concept of differential diagnosis and strategic planning emphasizes going beyond the symptom and applying a variety of stratagems.

5. The concept of coping skills gives a rationale to the newer methodology as a means for teaching the pupil-needed ego skills. There is no belief that this alone will always be sufficient, but it is implied that without such new skills, much traditional therapy pays a low dividend.

6. The empathic relationship which the teacher generates underlies any "technique," and is more imposing in its impact than is method per se.

The following steps are not meant as a formal series, for there will be a great deal of flexibility in the development of any situation. Teachers seldom can conduct an extensive sequence at one interview, but the process can still be seen in its entire scope.

It should be noted that the goals differ significantly. In depth work, the expectation is for long-term gradual emergence of a more healthy personality, with possible regression followed by integration and eventual independence. In LSI, the hope is for a degree of behavioral compliance accompanied by life space relief, fostering adjustment. Marginal behavior then, may be all one expects. Traditionally, teachers act as if they expect to induce an immediate character change by exterior verbal exchange.

I. Instigating Condition

Goal. In LSI, a specific incident (or series) calling for interference starts off the interview, but not as a moral issue, which is the traditional approach. The choice of proper timing and selection of an incident is critical. Many times it is preferable to allow certain incidents to pass by until one worthy of exploration occurs. There is usually a need for some "on the spot" managerial involvement. In LSI, direct use is made of milieu reality events. Choice of time and place of handling is selected to enforce or mitigate.

Process. One first works to obtain the individual (or group) perception of the state of affairs. While this is partly a matter of permitting catharsis and ventilation, it is basically the mode of establishing relationship by emphasizing your real interest in the child's perceptions rather than in your opinions. It is a matter of psychological truth rather than legal truth to which the adult is sensitive. To listen is to accept: it requires empathic feeling. Frequently the interviewer will be faced with resistance that demands tact and skill to penetrate. You end up with his perceptions, and you have already begun to size up the dynamics of the situation.

II. Testing for Depth and Spread

Goal. Some events are, to the child, isolated incidents. Others stand for something more extensive: "I always get caught," or "I can never do anything." To what is this event attached as the child sees it? One drops many issues that seem to have no significant attachments since to the child these have little meaning. On the other hand, if what happened is a symbol of life for the child, it deserves minute attention.

Process. What is the basic central issue involved? Is this symptomatic of general life experience? Is it attached to some deep personality aspect? ("Do teachers always pick on you?" "Are all the others leaving you out?" "You always get caught, others don't?") What is the psychological factor underlying the behavioral episode and the reason for the depth of reaction?

III. Content Clarification

Goal. It should be noted that here the content focus is very different from the traditional approach where there is an emphasis on standardized morality and surface compliance. Nor is the concern with the fantasy, conscious and unconscious content through dreams, early conflicts, and so on as would take place in depth counseling. Nor is the emphasis only on feeling, as in the less directive efforts. It is on what happened in sequence, descriptive at this level and without implied judgment.

Process. The teacher explores what went on: the reality is reconstructed with attached feelings and impulses recognized. It is accepted in a non-valuative way, although pupils already know we have values in ourselves. We are interested in the world as the pupil perceives it—not in the "reality" world as we would see it at this juncture.

IV. Enhancing a Feeling of Acceptance

Goal. In truth, the way we conduct the interview is the only way we can cultivate a feeling of acceptance in the relationship with a child. Some have limited capacity to respond, but many find a really concerned, listening adult a new experience. We do not aim for a deep transference as in therapy. We aim to be seen as an understanding, helpful teacher-counselor, a role most pupils already anticipate for us.

In classical therapeutic work, significant transference is anticipated. In traditional teaching, the adult-teacher role is one of authority, paternalistic or autocratic. In LSI it is emphatic, with a deep involvement in understanding. This consists of non-interpretive utilization of basic conscious or unconscious motivations. It requires a non-defensive, assured reasonableness. It is permissive in the sense of recognizing "the right to be heard," not in condoning behavior unsuited to the setting, such as hitting or destroying. The adult accepts that behavior is caused, that change is slow and hard, that motivations must be understood—but on the ego level. Any portion of positive potential is nurtured in contrast to exclusive attention to the pathology.

Process. Obviously it is not only what is done, but also how the basic tone is established, the acceptance, the ability one has to help the pupil while maintaining the adult role. This is a most complex condition but one many teachers can accomplish. It requires essentially non-interpretive responding to deeper feelings, which sometimes the pupil does not consciously recognize in himself. The significant aspect is to deal with the feeling behind the defense, not counter-attack the defense itself.

V. Avoiding Early Imposition of Value Judgments

Goal. We aim to put understanding before judgment. Traditionally, teachers appeal to value a system, use threats, admonition, exhortations, and denial of impulses.

In the depth process, transference, resistance, interpretations, insight, identification, and acceptance of impulses (interpretations of unconscious material), high verbal permissiveness, acting out are interpreted. Play therapy and projective devices may be employed in the quest of the "diseased" and deepest level of difficulty. Obviously these methods are suited to the traditional therapeutic settings and not to the classroom.

Process. In LSI, the perception of the pupil is accepted as a perception, but other perceptions are explored, too. The implications of his view are realistically contemplated in a non-punitive manner. The emphasis is on behavior and methods of coping with his problem in a more satisfactory way. Ego level interpretations may be given only on the basis of the overt data and, ideally, are acknowledged by the pupil in the life setting. Impulse control is studied, support planned, hurdle help provided, and coping skills "taught." Implications of the present behavior are faced in actuality, not as a threat. Arguments over "right" and "wrong" behavior imply the pupil does not know right from wrong, which is usually not the case, and a challenge often sets off a secondary adult-child contention. If no real (rather than abstract) violation of the rights of others has taken place, it may be impossible to find an appeal to the child anyway.

VI. Exploring the Internal Mechanics for "Change" Possibilities

Goal. The goal here is to find what superego values or fragments are relevant in the pupil's perception of events. It is a matter of presence of guilt and anxiety *vs.* just being caught. The pupil must be free to express antisocial values. Group-related guilt reduction must be explored.

The ending of this phrase moves toward "What should be done about it?" Many issues resolve themselves at this point: on the other hand there may be extensive resistance which has to be handled over a long series of contacts.

Process. Essentially we ask, what will help the pupil with this problem as he sees it? How can I help, or who can help? Here we get important diagnostic cues regarding his self-concept and goals as well as rationalizations. We see something of his hope or despair, his belief in "instant change." Frequently there is again resistance and denial. The worker can clarify the reality of assumptions which the pupil makes, without judgmental overtones, always looking for evidence to consider.

VII. The Two Resolution Phases

Goal. In the traditional work of teachers, surface compliance is usually demanded for whatever it is worth. In depth work, the anticipation is for eventual transfer to life situations with the expectation that sometimes things get worse in the action arena for a time. In LSI, one cannot expect great changes or even any improvement at times. The whole environment of life milieu is utilized for any relief or alterations it may have to offer. This may mean mitigation of given critical conditions, or planning and building in some support in the milieu. The limited outcome may be evidence that something more intensive in the way of help may eventually be needed—deep therapy, institutional treatment, or whatever the condition reveals. There is no supposition that, in all cases, even a tolerable situation will result. While LSI has the long view, it has to operate in the immediate, so in a sense it requires a bifocal view of events. What can we do to prevent a repetition of this behavior?

Process. (a) *Presenting the "Adult" View.* If the problem has not worked itself out to some reasonable next step, the adult at this stage begins to inject reality factors in an objective way: implications of behavior, standards, expectations. Reality limits are explained in a non-moralistic way. Why some attention must be given to the behavior is covered, but not vindictively. It may be a matter of basic social behavior or the nature of school and its inherent demands or the implications of nonconformity. Considerable skill is needed here to avoid the typical moralistic stance. At the same time adult responsibility must be acknowledged, and the nature of the real world frankly examined.

Process. (b) *Working Through to a Solution —Strategic Planning.* The reality demands are clarified and some reasonable first-step plan is developed. What is going to happen or will happen the next time? Here is where the sanctions, freedom restrictions, need for more intensive help, the special assistance, and behavior contingencies are discussed. It is essential that the plan be one which can be carried out, whether it be removal, a talk with parents, or a discussion with a third party. Thus, we are led again back to the milieu and its potentials. A pupil should be left with a feeling of milieu solidarity and support for him in his dilemma, rather than permissiveness or escapism. Vague and severe threats have no place whatsoever. Discussion of extensive and obviously not-to-happen consequences of continued limit breaking serve only to confuse the issue. On the other hand, there should be no hiding or reluctance to examine what may actually have to take place. We have to help him feel we are non-hostile and that we have hopes of really helping him cope with the difficulty. Since many pupils feel they must test any stated plan, no non-workable program should be risked. That is, no plan is envisioned which will not be possible to conduct if the pupil needs to test it out. Here needed specialists are worked into the design and all of the school's resources are reviewed for potential help. It well may be that LSI and other methods will work in unison when the problem is a very complex one.

Worksheet on Conceptual Variations in Interview Designs with Children

	Psychodynamic	Life Space or Reality	Traditional
1. Instigating condition	General personality problem, long-term, not responding to supportive and growth correctional effort	Specific incident (or series) of behavior usually calling for "on the spot" managerial interference	Both implied but interpreted as moral issue
2. Goal	Long term expectations of gradual emergence of more healthy personality, possible regression followed by integration and eventual independence	Degree of behavioral compliance accompanied by life space relief fostering adjustment	Induce an immediate character change, exterior change
3. Setting	Office isolation away from immediate life pressures, formal setting, sequence timed	Direct use of milieu reality aspects; choice of time, place to enforce or mitigate as needed	Isolated, integrated, frequent use of group or setting for pressure

4. Relationship	Classical transference resistance inter-personal relationship	Emphatic, child identified role by adult	Adult role of authority; paternalistic, autocratic
5. Content	Conscious and unconscious, fantasy, early conflicts, projection, focus on feeling, impulse exploration	What went on, reality exploration, reconstruction with attached feelings impulses, recognized, accepted	Emphasis on the standard morality interpretation of event
6. Processes	Transference, resistance, interpretations, insight, identification, acceptance of impulses (interpretations of unconscious material), high verbal permissiveness, acting out interpreted	Causal behavior "accepted," clinical exploitation of LS events, ego-level interpretation, impulse-control balance critical, support given, explanations fostered, ego support, hurdle help, "skills" depicted, behavior implications faced	Appeal to value system, threats, admonition, exhortations, denial of impulses
7. Resolution	Eventual transfer to life situations	Support and milieu planning to mitigate critical conditions	Surface compliance or rejection

Article References

Bandura, Albert. Social Reinforcement and Behavior Change—Symposium, 1962. *Am. Jo. Ortho.*, 33:4, July 1963.

Caldwell, Bettye M., Leonard Hersher, Earle Lipton, and others. Mother-Infant Interaction in Monomatric and Polymatric Families. *Am. Jo. Ortho.*, 33:4, July 1963.

Caplan, G. Mental Health Consultation in Schools. Milbank Memorial Fund Proceedings, 1955 Annual Conference.

Caplan, G. (ed) *Prevention of Mental Disorders in Children.* New York: Basic Books, 1961.

Dean, S.J. Treatment of the Reluctant Client, *Am. Psych.*, 13:11, November 1959, pp. 627–630.

Dittman, A.T. and H.L. Kitchener. L.S.I. and Individual Play Therapy, *Am. Jo. Ortho.*, 29:1, January 1959, pp. 19–26.

Kitchener, Howard L. The Life Space Interview in the Differentiation of School in Residential Treatment. *Am. Jo. Ortho.*, 33:4, July 1963.

Krasner, Leonard. Reinforcement, Verbal Behavior, and Psychotherapy. *Am. Jo. Ortho.*, 33:4, July 1963.

Lindsley, Ogden R. Experimental Analysis of Social Reinforcement: Terms and Methods. *Am. Jo. Ortho.*, 33:4, July 1963.

Long, Nicholas J. Some Problems in Teaching Life Space Interviewing Techniques to Graduate Students in Education in a Large Class at Indiana University. *Am. Jo. Ortho.*, 33:4, July 1963.

Morse, William C. Working Paper: Training Teachers in Life Space Interviewing. *Am. Jo. Ortho.*, 33:4, July 1963.

Morse, W.C. and E.R. Small. Group Life Space Interviewing in a Therapeutic Camp. *Am. Jo. Ortho.*, 29:1, January 1959, pp. 27–44.

Murphey, Elizabeth B., Earle Silber, George Coehlho, and others. Development of Autonomy and Parent-Child Interaction in Case Adolescence. *Am. Jo. Ortho.*, 33:4, July 1963.

Newman, Ruth G. The School-Centered Life Space Interview as Illustrated by Extreme Threat of School Issues. *Am. Jo. Ortho.*, 33:4, July 1963.

Redl, Fritz. Strategy and Techniques of the Life Space Interview. *Am. Jo. Ortho.*, 29:1, January 1959, pp. 1–18.

Redl, Fritz. The School Centered Life Space Interview. Washington, D.C.: School Research Program, Washington School of Psychiatry, 1963.

Redl, Fritz. The Concept of Therapeutic Milieu. *Am. Jo. Ortho.*, 29:4, October 1959, pp. 721–727.

Redl, Fritz. The Life Space Interview in the School Setting—Workshop, 1961. *Am. Jo. Ortho.*, 33:4, July 1963.

Silver, Albert W. Delinquents in Group Therapy. *Am. Jo. Ortho.*, 33:4, July 1963.

Wineman, D. The Life Space Interview. *Social Work*, January 1959, pp. 3–17.

Zigler, Edward. Social Reinforcement, Environmental Conditions, and the Child. *Am. Jo. Ortho.*, 33:4, July 1963.

INSTRUCTOR GUIDE

LIFESPACE INTERVIEWING PRETEST

Name________________________________ Date________________

If you were going to conduct an LSI, you would:
(Indicate True or False)

F 1. Study the student's records and decide on a teaching strategy.

F 2. Call the parents and ask them to come in for a conference.

T 3. Know that a problem incident has occurred.

T 4. Establish some plan for further action before ending the interview.

F 5. Set up an appointment, which allowed time for preparation.

F 6. Tell the student what might be done to improve matters.

F 7. Safeguard against clinical exploitation.

T 8. Take the initiative to arrange a meeting.

T 9. Look for ways to promote personal change by the student.

F 10. State how you saw things in order to establish a reality focus.

T 11. Arrange a meeting as soon as possible.

F 12. Keep things pretty unstructured until after you interview the student.

T 13. Clarify what happened in the situation before planning for action.

F 14. Emphasize modifying the school environment to meet student needs.

F 15. Diagnose the student's strengths and weaknesses, and develop a prescription.

T 16. Strive to understand the student's perception of things.

F 17. Consult with other staff and resource people before holding the interview with the student.

T 18. Keep the focus on the "here and now" situation.

Handout #4

This session will be spent in learning and practicing the life space interview technique. The focus will be on using this technique with a student when crises arises to help bring about some change in a repeated, defeating behavior.

There are three basic educational approaches:

1. Sensory-Neurological
   Basically, a medical or organic approach (brain damage, vitamin deficiency, perceptual training).

2. Operant
   Focusing on behavior (not causes)

3. Psychodynamic-Interpersonal
   Focuses on a student's feelings, perceptions, and self-concept.

The LSI technique is considered to be psychodynamic, since it focuses on behaviors which are the result of negative feelings about self and others. Before giving a detailed explanation of the LSI, we would like to explain further the psychodynamic approach to examining school problems. In general, this approach says that interpersonal transactions, such as those between student and teacher, follow in a circular process - the feelings, intentions and behaviors of one influencing the feelings, intentions and behaviors of the other. These influences can be both positive and negative. Sometimes an incident or situation can produce a vicious, negative cycle that is very difficult to break.

The Psychodynamic Approach can be outlined as follows:

A. Causes of problem behavior

   1. Negative self-image
   2. Frustrated needs
   3. Negative beliefs held by child

B. Symptoms/Diagnosis - What to look for to identify the vicious cycle

1. Present behavior
2. Past behavior
3. Psychological tests
4. History (expressions of feelings about self/others)

C. Goal of the Psychodynamic Approach

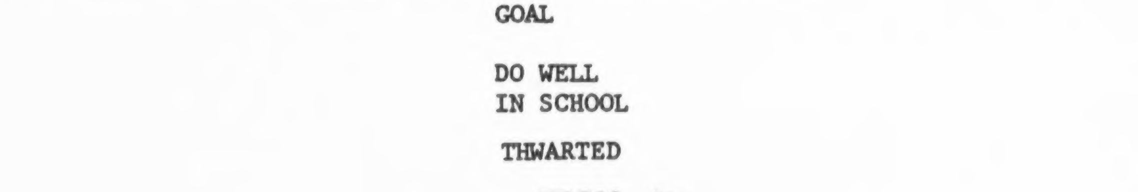
1. Improve self-image/acceptance
2. Change behavior to produce a different environmental reaction

D. Methods - How does this approach try to achieve these goals? Examples are:

1. Counseling (one-to-one or group)
2. Psychotherapy
3. Life Space Interview

This, then, is an overview of how the Psychodynamic Interpersonal Approach looks at a problem. How can this approach be applied to a specific situation?

Figure 1 illustrates a specific example of a negative, vicious cycle and shows where the LSI can be used to break the cycle.


GOAL
DO WELL IN SCHOOL
THWARTED
STRESS
FEELINGS/SELF IMAGE
no good; embarrassed
BEHAVIOR
fails test-
tears it up;
curses at the teacher
Use LSI
at this point
ENVIRONMENTAL REACTION
teacher kicks kid out

The cycle begins with the student's goal. Let us say that the student, Mike, has as a goal, doing well in school. Something may happen - failing a test, for example - and his goal is thwarted. This thwarting creates stress in Mike. In turn, he may begin to have negative feelings about himself, such as "I'm no good," or feelings of embarrassment. Now, if Mike is in a situation which arouses these painful feelings, he may tend to defend himself from the pain. Depending on his socialization style, this could take various forms. It may take a primitive form such as hitting, or a somewhat more sophisticated form such as rationalizing or denying. For example, Mike goes to history class and the teacher returns a test which Mike has failed. Mike may tear it up and swear at the teacher. His bad feelings are being expressed through this behavior. What happens next is an environmental reaction. It may be that the teacher kicks him out of class. What has happened in this case, is that Mike's angry feelings stirred similar negative feelings in the teacher. Now, Mike gets feedback from this environmental reaction which he perceives as rejection. This reinforces his negative self-concept and increases the stress. The goal is thwarted even more. Mike starts to feel even more strongly that he really is no good. In turn, the increased stress may push him to defend himself in an even more primitive way if a similar situation arises again. He may hit the teacher the next time. The negative cycle continues.

Where can the Life Space Interview be used as an intervention technique to break the cycle? The LSI focuses on the behavior that you, as the teacher, have seen. When that undesirable behavior occurs, the LSI can be used to try to help the student see that what he is doing is not getting him what he wants. It offers an opportunity for the student and teacher to examine alternatives - changes that can be made in his behavior to help him reach his goal.

Handout #5

The LSI method may be used at times when students are experiencing serious emotional stress, whether in relation to own self-esteem or interpersonal relationships. In this sense, LSI can be considered a technique for crisis intervention in schools.

There are many ways to fit Life Space Interviewing into your particular situation. If you have a time and a place set aside for working with students who are having a crisis, it will be easier than if you have to make special arrangements to work them into your schedule. The Life Space Interview should follow a crisis situation immediately.

Many students find themselves in a crisis situation over seemingly minor incidents. The cause may be losing a card game, losing a pencil, or being jostled in the hall. Whatever the cause, when the student gets angry, his anger affects the students around him. A minor incident can escalate to involve several students. Therefore, you want to deal with the situation as soon as possible. You, as the teacher, are part of his life space. The fact that he knows you, trusts you, and works closely with you is important.

The LSI is not a one time cure all. It requires that the student trust you, and that you be available to help him develop insight into his behavior and to follow up on the interview. One LSI will not solve a problem forever. It may identify a small part of the problem so that the next time you talk with the student, you can refer to that part of the problem or bit of insight and build on it. After working with a student day in and day out, in the course of a year you may see some significant behavior changes. It's easy, especially if you're feeling desperate about a behavior problem, to go overboard and become too emotionally involved. When you find yourself expressing your feelings (Delivering a sermon) instead of listening to the student, you have destroyed the concept of an LSI.

The LSI is a very controlled, structured interview. There are elements in the LSI that we, as instructors, are going to look for, and which you should have as part of your repertoire of skills. The first is seeking out instigating conditions. Because the interview is the result of a crisis, the student is going to have some feelings. He may be angry, discouraged, vengeful, self-pitying, or totally alone. He has to deal with those feelings. As you know, feelings may definitely color one's perception of an incident. If you approach the student by saying, "Let's sit down and talk," he may not want to cooperate. He may just sit down and turn his back on you. At that point, you may want to give him some support in order to make him more communicative. He may pour out his bad feelings by saying things like, "You're a terrible teacher. I never had a worse teacher. You don't treat me fairly. You let other kids do things, but when I do them, you jump down my throat. I hate you!" When feelings emerge, you must accept them and try to avoid being defensive or being offended. You need to get the feelings out, because if you don't they will be underlying the entire interview and blocking progress.

If you don't let the student express his feelings, you will destroy the rapport necessary for an LSI. If you cut him off at this point, you will not be able to get anything afterward. The student must feel that he can speak frankly to you, that you care enough to allow him to say what he really feels. One way to deal with this situation is to use active listening. Reflect on what is being said without making a judgment. You may say, "So you really feel angry with me. You don't think I'm treating you fairly. You're angry about what happened to you at school today. Tell me what happened. I may have missed something from the situation. I think I know what happened, but I want to hear what you saw and what you feel happened."

Here are the instigating conditions. The student describes the incident. "While I was walking down the hall, Henry came by and tripped me, took my books and threw them down the hall, spit in my face, and then walked off with my girlfriend." This is an exaggeration, of course, but this is his perception of what happened. Does he mention anything that he did? He was the only victim. Everything happened to him. He was the target. When you're feeling bad after this kind of an incident, that's how you feel -- really hurt. When you, the teacher, hear his version of the instigating conditions, you understand his perceptions and allow him to pour out his feelings. The keys are: do some reflective listening (active listening), accept those feelings, and find out what happened. Then move on. This is not a 1, 2, 3, 4 process. There are things you need to do during the interview. Communication can be enhanced by avoiding value judgments. Obviously, while you're doing an LSI with a student, you want him to feel that you accept what he says. This acceptance is a vital key to communication. A quick way to cut the lines of communication is by becoming a critical parent, by saying things such as, "That's not something you should say to adults. I don't think you should feel that way about that person. Well, you haven't really given him a chance, have you." Those are all value judgments. Although you may have value judgments, when you're doing an LSI, your purpose is to gain some insight into the student's attitudes, beliefs, and feelings. If you begin making value judgments early, you will cut off his communication. In effect, you will be saying, "This is my value, and I don't think that yours is worthwhile."

Testing for depth and spread is another important part of the process. You have begun with an isolated incident, and it has brought out some feelings. Try to generalize to find out if this is happening to the student in other places. Do other students do this with him? Has it happened to him before in other classes? How does he feel about what is happening to him? For example, he came to class today, sat down in his seat, made a derogatory comment to the kid next to him, and the kid hit him. His version of the incident is, "I sat down, didn't do a thing, and this kid hits me in the mouth." Why did he behave this way? It could be that on this particular morning, something happened to him. Maybe at home or earlier in the day at school. The interview gives you a chance to find out what happened. Ask about it. Find out what's happening to him and what made him feel this way. You can get a lot of very important information which you will be able to use later.

Content clarification is using the real incident for clinical exploitation in developing insights. The student may be a chronic denier. He may say, "I didn't do a thing. I was just sitting there, and all of a sudden Fred bashed me in the mouth." Or, "No, I really didn't lose that game, they just made us quit too soon." Or, "He cheated." Some students just can't accept their behavior, and it is really difficult for them to change. Their feeling is, "If there's nothing wrong with me, why should I change? I like me the way I am." Does he really like himself?

Now is the time to find out what really happened. What are the ingredients of the incident? Look at all the parts by going through the incident piece by piece. Draw out information through questioning.

Role-play the following scene:

Teacher - "Now, John, you came into the classroom and sat down. I saw Fred hit you. Does Fred hit you often? Have you seen Fred just hit people for no reason at all?"

Student - "No. Not really."

Teacher - "So, you haven't seen Fred really punch other people. But, how does Fred react?"

Student - "Fred over-reacts."

Teacher - "In other words, if something happens to Fred, he over-reacts. Did something happen to Fred to make him hit you?"

Student - May say yes or no.

Teacher - "Do you know? Why did he hit you?"

Student - "Well, I said something."

The student may take a while to admit that he said something to Fred, but it's very important for him to say it. If you say, "I saw you come in, sit down next to Fred, and say something," then he says, "Whatever you say, teacher. It's the same old game. You're accusing me." But, if he says it, you can ask him questions and deal with him in a trusting way. Pretty soon, through your questioning, the student will come to grips with his problems. This content clarification process does not always move along quickly and smoothly. On occasion, a student will not be able to state openly his action which created difficulty. Content clarification can still be achieved by facilitating communications so the student can acknowledge or confirm his responsibility. For example, "Are you saying that you did something, too?" or "Sounds like you got angry and said something nasty. Is that so?" Many times students are too upset, or it's too difficult for them to face the truth, or they just can't deal with it. If this happens, terminate the LSI. However, don't be too hasty to end the interview. Some students want you to help them get out the truth. Content clarification is vital. If you don't get it, you don't get clinical exploitation. You're just giving first aid. If you don't get the truth, then you can't move on to the next step - strategies. Remember to get the truth from the student so that he "owns" it.

Strategies are ways to look at and deal with the information you get. Strategies are determined by what you hope to accomplish with the interviewee. If you have a chronic denier and you're trying to help him develop new insights into himself and into his interactions with other kids, you may find that he's the one who invites hostility. He's the scapegoat. For example, you have a volatile situation in the classroom which is just settling down when the scapegoat makes a comment that inflames one of the most hostile kids. He may say, "Why don't you stop talkin' - I'm tryin' to do my work." Or, "You guys never listen to the teacher. I always try and do my best." Soon, anger erupts. The scapegoat needs to understand what is happening. He needs to be able to say, "My comments to other students cause them to be angry with me. They want to hurt me." When he can say that, one of the strategies you have used is reality rub-in. The student verbalizes how his actions cause negative reactions from others.

Don't make value judgments early. When you start getting into strategies; you're going to have to make some decision about what you want to do with this student. Where do you want to go? What do you want to accomplish in the LSI? After the student has given you a lot of good information, do you want to start making some strong reality statements which he can handle? Can you deal with him and work with him so that he is able to say, "I do this, and this happens to me, and it really is something that I bring on myself." If so, you have achieved reality rub-in.

Creating doubt is a useful strategy for certain types of students. Suppose you have a student who is very glib, a bully who comes from a home where being strong pay off. He is king of the classroom with all the kids bowing at his feet and paying him extortion money. You want to create some doubt in this kid, because right now, he doesn't think he needs any help even though he's having a little trouble with teachers. You want to emphasize looking at the reality of his behavior, even though he knows what the reality is and doesn't care. He may boast, "Yeah, I can beat him up. If he doesn't give me his lunch, I'll nail him. That's the way it goes, Teach." Have you encountered this kind of student? If you let him keep this attitude, you really can't help him much. He doesn't think he needs help or that there is any problem. So, you want to create some doubt by saying, "Hey, look, right now things are A-OK with you? You're on top of the world, but where are you going to be next year?" "Will you get a job?" "How are you going to get along with the people you work with?" "Are they strong?" "Is it important to get along with other people?" "Are you getting along with people here?" "What's happening? Do you know how to get along with people?" "What happens to people who can't get along with other people?" He may be able to answer these questions quickly, or you may have to work with him for a long time. Hopefully, he will realize that it may be dangerous to continue his present behavior.

Another strategy is new tool salesmanship - giving the student new skills or alternatives to help him deal with his problem. After you've gotten information and decided on what strategy to use, you need to determine how the student can deal with the situation the next time it occurs so it doesn't happen again in the same way. Offer alternatives - new behavior patterns for a similar situation. You may take two approaches. Allow the student to come up with new ideas, or feed him your ideas. Some students may not be able to think of alternatives on their own.

It is difficult for young adolescents to admit to adults that loving and caring are important to them. We believe that they must care about things, and that they must want to be loved; however, getting them to admit it can be very frustrating. All students have a value system of some kind. They may demand their rights, which implies a value system. They may be able to indicate what others do that is wrong or bad. It is desirable to ask questions which allow the student to reveal his values without losing self-esteem. This strategy of looking at a student's values to help him discover or understand the need for a change in behavior or attitude is called massaging numb values. For example, a student who hates some other kid seems to have no second thoughts about bullying. By focusing on the student's feelings when he is bullied or picked on, it may be possible to strengthen the value of not hurting others.

The final strategy, defining self-boundaries is for the kid who always seems to get distracted, who wanders from his work and seems to become involved in whatever foolishness is going on. He doesn't seem to have the strength within himself to stay with what he is supposed to be doing. He wants to be liked and to be part of the group. When he sees people whom he is trying to emulate harassing a kid, he joins in. When he sees them stealing, he steals, too. He doesn't have a self. His actions are controlled by whatever others around him are doing. You want to help him define his own self-boundaries. Encourage him to ask, "Who am I? What do I do? What are my strengths? What do I want to accomplish regardless of what the other kids are doing?"

The last part of your LSI, and a very important part, is your plan. Without a plan, the LSI is incomplete. You must share your feelings with the student and decide what to do about them. Obviously, the plan must relate to the strategies you've been discussing with the student. If you've been talking about "new tool salesmanship," you must develop a way for him to use the alternatives. Whatever plan you set up should begin as soon as possible after the interview.

You also need some method of following up on your plan. Make arrangements for the student to check in with you. Set up some form of written evaluation which the student may use to note his behavior. You might use a card on which the student checks off whether or not he reacts to a given situation. If the student is unable to monitor his own behavior, the teacher can use a card to check. Be sure to meet with him again at a specified time to go over the cards and evaluate his behavior - to see if the strategies worked.

A successful LSI can result in new insights and learning for your students, and new insights and learning for you as well as great satisfaction.

DISCUSSION OF LSI SIMULATION

I. Process model for establishing meaningful communication and a basis for selecting a strategy

A. Instigating Conditions:

"Could you tell me what happened?"
"I'd like to know how you saw things."
"How did you feel when that happened?"

B. Testing for Depth and Spread:

"Has this ever happened before?"
"Have you felt this way before?"

C. Content Clarification:

"Could you tell me what it was that made you feel that way?"
"What happened next?"
"I'd like to make sure I have this straight, first you__________ then _________." (Summarize key points of content of incident.)

D. Enhancing a Feeling of Acceptance:

Reflect student's feelings:
"You're really angry with me right now."
"I understand you're not feeling too happy about it."

E. Avoiding Early Imposition of Value Judgments:

Avoid making negative comments about the student's behavior or feelings, such as:
"I'm surprised at you! You should know better!"
"Don't you think you could have done something else?"

II. Exploring internal mechanics for change - selecting a strategy

A. The interviewer uses the information he has gleaned during the first part of the interview to explore alternative ways for the student to look at the incident:
"Would you feel better if you could take the test under different circumstances?"
"Do you do well in other subjects?"
"What could you have done besides tearing up the test?"

III. The student develops a plan with the help of the teacher; student should be able to state the plan clearly once it is decided upon:

A. Plan - a specific action

"I'll take a make-up test Thursday during 3rd period."
"For one week, I'll mark down on a card every time I remember to raise my hand in this class instead of calling out, and we'll talk about it next Thursday during recess."

As the instructor seeks observations of key questions and statements, he should also encourage participants to share general impressions and concerns abou the LSI demonstration.

Handout #6

REFERENCE MATERIAL FOR LIFE SPACE INTERVIEW SIMULATION

I. Proces Model for Conducting an LSI

(Reference: William Morse, "Worksheet on Life Space Interviewing for Teachers")

A. Instigating Conditions - exploring the person's perception of what occurred

B. Testing for Depth and Spread - exploring the significance of the meaning that the person ascribes to the incident

C. Content Clarification - helping the person reconstruct what happened, based on his perceptions

D. Enhancing a Feeling of Acceptance - conveying empathic understanding of the person's feelings

E. Avoiding Early Imposition of Value Judgments - refraining from implying wrongness while encouraging thinking about other viewpoints and feelings

F. Exploring the Internal Mechanics for "Change" Possibilities - selecting a strategy for promoting personal change, where appropriate

G. The Two Resolution Phases - development and statement of some plan for constructive future action with the person (may be based on mutual working through or on needed "authority" view)

II. Strategies for Promoting Personal Change

(Reference: Fritz Redl, "The Concept of the Life Space Interview")

A. Reality Rub-In - helping the person see the true situation; with the goal of increasing acceptance of reality and the person's own role in a sequence of events

B. Creating Doubt - reducing the value of self-defeating or problem behaviors; with the goal of increasing discomfort about the person's present unsuccessful behavior

C. Massaging Numb Value Areas - helping to reinforce or identify potential values within the person for more constructive behavior; with the goal of increasing commitment to positive behavior values

D. New Tool Salesmanship - helping the person to identify and appreciate alternative ways of behaving; with the goal of strengthening possibilities for new behaviors

E. Defining Self-Boundaries - helping strengthen the person's resistance to group contagion; with the goal of increasing "constructive" independence from others' influence

III. Features of a "Personal Change" Life Space Interview

A. Produces insight

B. Probes and goes into problem

C. Promises long-term gains in interaction and self-concept

D. Aims at some behavior or attitude change

E. Provides plan for constructive future action

IV. Features of an "Emotional or Behavioral Support" Life Space Interview"

Provides one or more of the following:

A. Emotional Drain-Off - release of intense feelings under supervision

B. Support for Management of Panic, Fury, and Guilt - "staying with" and bolstering the child during acute stress

C. Relationahip Maintenance - keeping in communication with the child seeking to shut the world out

D. Regulation of Behavior and Social Traffic - directing, guiding, or structuring activities to create support during period of upset

Handout #7

LIFE SPACE INTERVIEWING SIMULATION

Critical Incident - Martin & Mr. Lineweaver

The disruptive incident takes place in English class. The teacher has been working on a unit related to short stories. The students have read and discussed some by O'Henry, Salinger, and others. During this particular class period, the students were given the assignment of writing their own short story, on any subject.

Martin begins to get ready for work, feeling unsure about his ability to do the task. After a few minutes of anxious and disorganized thinking about a possible story, he drops his pencil on the floor, breaking the point. Since he is seated at the front of the room, near the teacher, he has to walk past many students to reach the sharpener, mounted on the rear wall. On his way, he proceeds to bump deliberately the elbows of several students who are trying to write, including John, who dislikes Martin and has a fast fuse. John jumps out of his seat, shouting: "Hey man - watch yourself," and pushes Martin hard into another desk. Martin laughs and with a taunting smile responds, "Oh, don't be such a baby." This infuriates John, who moves to punch Martin.

At this point, Mr. Lineweaver forcefully intervenes, telling John to get back to his seat, and escorting Martin back to the front of the room. He had seen Martin bump into John, and knew this way typical behavior for him. He remarks to John that he is pleased to see him control his temper and tells Martin he wants to speak to him privately right after class.

Simulation Activity

Assume that you are Mr. Lineweaver and that you will be meeting with Martin after class.

Conduct a simulation interview which demonstrates three major ingredients:

1. Use of the LSI process model to establish meaningful communications and a foundation for selecting an interview strategy
2. Selection and implementation of a strategy for promoting personal change
3. Development and statement of some plan for constructive future action, related to the strategy selected

LIFE SPACE INTERVIEWING SIMULATION #2

Interview Role Set - Martin

I. Martin's Process Responses

A. Instigating Conditions:

- "John pushed me when I went by."
- "John's a bully - likes to be tough."
- Martin denies bumping John (initially).
- Martin reluctantly admits to insulting John after he was pushed.

B. Depth and Spread:

- "Other kids are always picking on me."
- Teachers don't like him - always singling him out as troublemaker.

C. Content Clarification:

- Given task of writing short story but pencil broke
- Went to sharpen it so he could do assignment
- "John pushed me as I walked past, for no reason."
- "I called him a baby."
- "He tried to punch me."
- "Teacher praised him but picked on me."
- Reluctantly admits bumping students, including John, as he went to sharpener.
- Reluctantly admits having difficulty handling assignment and needing help or alternative task.

D. Acceptance of Feelings (Empathy):

- "I wanted too do my work, but couldn't think of anything to write - I'm not good at writing."
- "I was mad at not being able to accomplish this task."
- "It's hard to sit there doing nothing while everyone else can do it."

II. Martin's Attitudinal Responses

A. Strives to deny own weaknesses and responsibility, but not rigidly.

B. Will indicate desire to do work and need for assistance.

C. Indicates that he doesn't care about others not liking him, which covers own feelings of worthlessness and defectiveness.

D. Will express doubt about other ways to handle frustration besides disrupting classroom atmosphere.

E. Will tend to change subject, blame others, make light of problems whenever has the chance.

F. Reluctantly admits does not know acceptable ways for channeling disruptive feelings.

FEEDBACK GUIDE FOR LIFE SPACE INTERVIEW SIMULATION TASK

I. Interview Criteria

A. Uses LSI process model to establish meaningful communications and a foundation for selecting a strategy.

Instigating Conditions -

Testing Depth/Spread -

Content Clarification* -

Enhancing Acceptance* -

Avoiding Value Judgments -

B. Selects and implements some strategy for promoting personal change.

Observed Strategy	Verbalized Strategy (post-simulation)

C. Develops and states plan(s) for constructive future action with student, related to strategy selected.

Plan noted:

(1) Plan: Yes____ No_____ (2) Related: Yes_____ No_____

II. Interview Rating

_____Strong: Meets 3 criteria solidly.

_____Adequate: Meets first 2 criteria with weak plan.

____Weak: Does not meet both of first 2 criteria *or* does meet both of first 2 criteria, but with no plan whatsoever.

(*Indicates critical part)

WORKSHOP 8

4c. (continued) The teacher will be able to use selected counseling to teach problem solving and coping techniques.

TIME	CONTENT AND LEARNING ACTIVITIES	MATERIALS
10	Introduction and pretest	
10	Coping for Kids: Introduction p. v-vi Handout of Lesson titles	
30	Lesson #3: Breathing (Break-up into small groups) -- pp. 24-28. a. Directions (hand to participants to read while listening to tape.) b. Tape (15 minutes only) c. Discussion of personal reactions to the tape. Discussion of what response the teachers believe students will have to the tape.	
20	Lesson #21: Expressing a. Directions (pp. 155-157). b. Activity Sheet 21-2 (Use for personal use and evaluate your own response.	Overhead #1
10	Introduce empathic listening. Read "I Wish" (read with highly emotional level)	Handout #1
	Instructor read and role-play introduction material.	Instructor Information #2
10	Write effective listening responses on the worksheet provided.	Handout #3
15	Divide into groups of 3. One person takes the role of teacher, the second a student, and the third an observer. Using the situations in Handout #8, the student talks about his concern and the teacher keeps making effective listening responses. The observer helps and gives feedback. After 5 minutes, switch roles.	
5	Posttest.	Same as Handout #1
1	Books & Instructional Materials in Affective Education	Handout #4

Pretest/Posttest

_____ 1. In your opinion, at what age should children begin to learn to manage stress? (optional)

Yes 2. Do learned breathing techniques help reduce stress for students? (yes/no)

Yes 3. If a person keeps upsetting you with a certain behavior, is it your fault? (yes/no)

_____ 4. Were the best teachers you experienced in your life time excellent listeners? (optional)

False 5. The communication process is always verbal. (true/false)

_____ 6. Do you believe that behavior expresses meaning, sometimes better than words? (optional)

False 7. Reflective listening cannot be over done. (true/false)

False 8. Reflective listening is not a skill. (true/false)

Handout #1

I WISH

I like to hear my teacher talk. She talks nice and low like my mother does when she's telling me a goodnight story. My teacher tells me good stories and sings little songs to me that I like, too. But I wish my teacher would let me talk--part of the time!

My teacher is my good friend, so I would like to tell her about my other friends, Tommy and Mary and Jack. I would like to tell her how we play games together and about our tea parties with good cookies and milk. But whenever I try to tell her, she says, "Uh-huh," before I get through, and then she starts talking about something else.

My doggy was sick one Sunday and that made me feel sick inside. I wanted to tell my teacher about him, but when I tried to tell her she didn't listen and then she said, "Now we are going to sing." I wish my teacher had listened when I told her about my doggy.

My teacher told us a story about a little lost lamb and I remembered when I had been in the country to see my granddaddy and he has some little lambs. I wanted to tell my teacher about that, but she said, "Don't talk, Tim, I want to finish the story." So I never did get to tell her about "Skippy," the little lamb at Granddaddy's house that I fed out of a milk bottle.

Every Sunday there are more things that I would like to talk to my teacher about--my grandmother coming to see us, my daddy going off in a plane, the way my baby sister laughs and plays, the pretty little flowers that are in my back yard, but I never get to tell her.

I get tired of listening all the time, so I just push my feet around or lean over on the table and rest, and one time I forgot that I wasn't supposed to talk and I told Johnny about my daddy going off in a plane. And we made a noise like a plane--zoo-zoo-oom-zoom. My teacher didn't like it, though, so I guess I won't do that any more.

I like to hear my teacher talk, but I wish she would let me talk--part of the time!

Instructor Handout #2

Adapted from:

Dinkmeyer, D. & McKay, G. (1982) Systematic training for effective parenting: The parent's handbook. Circle Pines, MN: American Guidance Service.

Becoming an effective listener:

* based on mutual respect which allows each other to express beliefs and feelings honestly, without fear of rejection
* requires concentration
* requires eye contact and posture which says, "I'm listening"

Reflective listening:

* help students see through upsetting problems by reflecting and clarifying the student's feelings
* Student: That teacher is unfair! I'll never do well in that class.
  Special Ed Teacher: You're angry and disappointed, and you've given up.
* involves grasping what the child feels and means, and stating the meaning so that the child feels understood and accepted
* provides a sort of mirror for the student to see him/herself clearly
* open responses, which indicate that the listener has heard what the person has said as opposed to closed responses which block communication
* the communication process is always verbal, as well as nonverbal

Responding to nonverbal message:

* must catch the meanings of a student's behavior by "tuning in" to more than words

How to construct a reflective listening response:

* ask yourself, "what is he/she feeling?, and think of a feeling word that describes the emotion being expressed
* concentrate on that question

Cautions about using reflective listening:

* keep your feedback tentative
* watch your tone of voice
* avoid sounding like a mind reader
* don't bombard the student with reflective listening
* don't reinforce inappropriate behavior if the problem is used to gain attention
* you may decide to withdraw if the student is hostile

Handout #3

Student's Statement	Feeling	Effective Listening Response
1. I can't do this work!		
2. I wish I could go on the field trip.		
3. Lester called my mom a nasty name.		
4. I got all those spelling words right.		
5. Mr. Jones (the principal) is the meanest person I know.		
6. I hate math. It's too hard.		
7. My mom and dad had a big fight this morning.		
8. I can tell already that this is going to be a crummy day.		
9. My dad got drunk again last night.		
10. My dad got fired from his job.		

Handout #4

Books and Instructional Materials in Affective Education

The following is a partial list of materials for use with EH students. Most of the materials listed are those which are applicable for use in the affective domain with students; however, this list is by no means exhaustive. It should also be noted that this is only a listing of materials, and the effective use of materials with EH students will largely depend on the ability of the professional to individualize and adjust methods and materials for each student.

Materials are listed by areas and appropriate grade levels and publishers' addresses are included at the end of the section.

Social Skills:

K-6

Cartledge, G. and Milburn, J. F., Teaching Social Skills to Children. New York: Pergamon Press, 1980.

Elardo, P. and Cooper, M., Aware: Activities for Social Development. Menlo Park, California: Addison-Wesley Publishing Co., 1977.

Hoagland, C., Eyler, S., and Vacha, E. F., Classroom Learning to Attain Social Skills. Orcutt, California: Orcutt Union School District, 1981.

Palomares, U. and Logan, B., A Curriculum on Conflict Management. San Diego, California: Human Development Training Institute, 1975.

Walker, H. M., McConnell, S., Holmes, D., Todis, B., Walker, J., and Golden, N., The Walker Social Skills Curriculum: The Accepts Program. Austin, Texas: Services for Professional Educators, 1983.

7-12

Ball, G., Interchange. San Diego, California: Human Development Training Institute, 1977.

Goldstein, A. P., Sprafkin, R. P., Gershaw, N. J., and Klein, P., Skillstreaming the Adolescent. Champaign, Illinois: Research Press, 1980.

Hanner, Barbara and Szuka, Carol, Interpersonal Life Skills Manual. Singer Company Educational Division, Rochester, New York, 1976.

Hazel, J. S., Schumaker, J. B., Sherman, J. A., and Sheldon-Wildgen, J., Asset: A Social Skills Program for Adolescents. Champaign, Illinois: Research Press, 1982.

MARC: Model Affective Resource Curriculum. Orlando, Florida: Orange County Public Schools.

Schwarrocks, S. and Wrenn, G. C., The Coping With Series. Circle Pines, MN: American Guidance Service, 1973.

Any Age

Brown, V. L., Playing the School Game: Teaching Constructive Independence Behaviors in the School. Austin, Texas: Pro-Ed., 1984.

Stephens, T. M., Social Skills in the Classroom. Columbus, Ohio: Cedars Press, Inc., 1978.

Strain, P. S., Social Development of Exceptional Children. Rockville, Maryland: An Aspen Publication, 1982.

Wuerch, B. B. and Voeltz, L. M., Longitudinal Leisure Skills for Severely Handicapped Learners: The Ho'onanea Curriculum Component. Baltimore, Maryland: Brookes Publishing, 1982.

DECISION MAKING

K-5

Learning to Think and Choose, Pennant.

Behavioral Decisions Games, Lakeshore.

Responsible Decision Making, CV.

6-9

Making Decisions, Eye Gate.

People Projects, Addison-Wesley.

Deciding, Pennant.

9-12

If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else, Argus.

Decision: A Values Approach To Decision Making, Merrill.

Priority Decision Making, Pennant.

Dilemma, Pennant

Decision and Outcomes, Pennant.

Points of View, DLM.

Choices, Pennant.

Decision Making: Dealing with Crises, Humanities.

SELF-AWARENESS/SELF-CONCEPT

K-6

My Friends and Me, AGS.

Developing Understanding of Self and Others, AGS.

Peabody Early Experiences Kit, AGS.

The Becoming File, Ed. Achievement Corp.

Who Are You?, EPS.

It's Up To You: Vignettes (Self-Discovery), Eye Gate.

All About Me, Lakeshore.

Basic Skills for Human Understanding, Lakeshore.

Free To Be . . . You And Me, McGraw-Hill.

The Mouse, The Monster, and Me, Pennant.

Something for 10:30 - Involvement Cards for Social Skills, People.

A Girl Like Me/A Boy Like Me: Developing Children's Attitudes Toward Sex Roles, Random.

I Can, Scholastic.

Focus On Self-Development - Stage Three: Involvement, SRA.

Lollipop Dragon Adventures in Self-Awareness, SVE.

Learning About Me, SVE.

Lollipop Dragon Adventures in Self-Awareness: The Me I Can Be, SVE.

Someone Special . . . Me, SVE.

6-9

Toward Affective Development, AGS.

Getting To Know Me, Eye Gate.

Me, Myself, and I, Eye Gate.

Kid Pac, Pennant.

Becoming Yourself, Scholastic.

Discovering Yourself, SRA.

9-12

Becoming An Adult, Disney.

Me and Others, Lakeshore.

Developing Self-Respect, Lakeshore.

382

If You Really Knew Me, Would You Still Like Me?, Pennant.

TA For Teens, Pennant.

Innerchange, Pennant.

About You, SRA.

Overcoming Inferiority, Sunburst.

Personality: Roles You Play, Sunburst.

How Do I See Myself?, Sunburst.

FEELINGS/EMOTIONS

K-5

I Was So Mad, Lakeshore.

Feelings--Inside You and Out Loud, Too, Lakeshore.

How I Feel, Children's Press.

Identity Books, Child's World.

How Do You Feel?, Lakeshore.

Grown Ups Cry, Too, People.

Sometimes I Get Angey, Lakeshore.

What Does It Mean Series, Child's World.

Songs About My Feelings, Lakeshore.

How Do You Feel, Funnyface?, Ed. Man.

The Many Faces of Children, DLM.

I Have Feelings, Lakeshore.

6-9

Understanding Your Feelings, Learning Tree.

So You Didn't Get Your Way: Everyone Faces Fear, Pennant.

Healthy Feelings, BFA.

The Many Faces Of Youth, DLM.

9-12

Feelin', Pennant.

How To Feel, Pennant.

DIFFERENCES

K-6

Is It Hard? Is It Easy?, Lakeshore.

Why Am I Different?, Lakeshore.

No Two Alike, AIT.

Like You, Like Me, EBEC.

Stories To Think About, Coronet.

7-12

The Best Of All Possible Worlds, Argus.

Man: A Cross Cultural Approach, Lakeshore.

VALUES

K-5

Learning About Living: A Value Series, Children's Press.

Values, Eye Gate.

Teaching Children Values, Ed. Act.

Winnie the Witch: Stories About Values, SVE.

Wonderworm, Pennant.

Exploring Moral Value, Pennant.

Being Responsible, Random.

Being Kind, Learning Tree.

Vandalism, Stealing, Lying, and Hurting People, Learning Tree.

Value Tales, Pennant.

Serendipity Books, Pennant.

The School Values Auction Game, Ed. Ach.

Tales Of Winnie The Witch, SVE.

6-8

Value Bingo, Pennant.

9-12

Making Sense Of Our Lives, Argus.

Sensitivity, DLM.

Life Line, Argus.

Maturity: Growing Up Strong, Scholastic.

PROFESSIONAL RESOURCES

100 Ways to Enhance Self-Concepts in the Classroom, Pennant.

It's Me . . . Building Self-Concepts Through Art, TRC.

It's Me/You'll See, DOK.

Learning Discussion Skills Through Games, People.

The Cooperative Sports and Games Book: Challenge Without Competition, People.

Awareness Games: Personal Growth Through Group Interaction, SSS.

A Peaceable Classroom: Activities to Calm and Free Student Energies, People.

Aware, Addison-Wesley.

Toward Humanistic Education: A Curriculum of Affect, People.

The Other Side of the Report Card: A How-To-Do-It Program for Affective Education, Pennant.

Affective Direction--Planning and Teaching for Thinking and Feeling, DOK.

Affective Education Guidebook: Classroom Activities in the Realm of Feelings, I.S.E.S.

Strategies in Humanistic Education, People.

Role-Playing for Social Values, Pennant.

Role-Playing in the Elementary School: A Manual for Teachers, Pennant.

Beginning Values Clarification: A Guidebook for the Use of Values Clarification in the Classroom, Pennant.

Values Clarification: A Handbook of Practical Strategies for Teachers and Students, Pennant.

Personalizing Education: Values Clarification and Beyond, Pennant.

Developing Effective Classroom Groups, Pennant.

Left-Handed Teaching, People.

The Bookfinder: A Guide to Children's Literature About the Needs and Problems of Youth Aged 2-15, AGS.

The Geranium on the Windowsill Just Died But Teacher You Went Right On, Childcraft.

Teacher and Child, Pennant.

Schools Without Failure, Pennant.

Reality Therapy, Pennant.

Developing Human Potential, Lakeshore.

Getting It Together, Pennant.

Learning to Adjust, Childcraft.

Berg, Joan. *Mental Health Activities in the Classroom: A Handbook*. Western Psychological Services, Los Angeles, California, 1977.

Bernstein, D. A. and Borkovec, T. D. *Progressive Relaxation Training*. Champaign, IL: Research Press, 1973.

Dinkmeyer, D. *Developing Understanding of Self and Others*. Circle Pines, Minnesota: American Guidelines Service, 1976.

Fagan, S. A., Long, N. J., and Stevens, D. J. *Teaching Children Self-Control: Preventing Emotional and Learning Problems in the Elementary School*. Ohio: Charles E. Merrill, 1975.

Feuerstein, R. *Instructional Enrichment*. Baltimore: University Park Press, 1980.

Freed, Alvyn and Freed, Margaret. *T.A. for Kids*. Jalmar Press, Inc., Sacramento, California, 1971.

Freed, Alvyn. *T.A. for Teens and Other Important People*. Jalmar Press, Inc., Sacramento, California, 1976.

Glasser, W. *Reality Therapy*. New York: Harper & Row, 1965.

Gordon, T. *T.E.T.: Teacher Effectiveness Training*. New York: Peter H. Wyden, 1974.

Hewett, F. *The Emotionally Disturbed Child in the Classroom*. Boston: Allyn & Bacon, 1968.

Hewett, F. and Forness, S. R. *Education of Exceptional Learners*. Boston: Allyn & Bacon, 1975.

Jones, V. *Adolescents with Behavior Problems: Strategies for Teaching, Counseling, and Parent Involvement*. Boston: Allyn & Bacon, 1980.

Kalb, Johan and Viscott, David. *What Every Kid Should Know*. Houghton-Mifflin Company, New York, New York, 1974.

Kauffman, J. M. *Characteristics of Children's Behavior Disorders*, (2nd ed.). Columbus: Merrill Publishing, 1981.

Knaus, W. J. *Rationale Emotive Education: A Manual for Elementary School Teachers*. New York: Institute for Rational Living, 1974.

Knoblock, P. *Teaching Emotionally Disturbed Children*. Boston: Houghton-Mifflin, 1983.

Landon-Dahm, Martha and Dahm, John. *An Affective Learning System for Group Facilitators*. Learning Development Systems, Centerville, Ohio, 1975.

Long, N. J., Morse, W. C., and Newman, R. G. *Conflict in the Classroom*, (4th ed.). Belmont, CA: Wadsworth Publishing Co., 1980.

Maultsby, M. C., Jr. and Hendricks, A. *You and Your Emotions*. Lexington: Rational Self-Help Books, 1974.

McDowell, R. L., Adamson, G. W., and Wood, F. H. *Teaching Emotionally Disturbed Children*. Boston, Massachusetts: Little, Brown & Co., 1982.

McLeod, Ronald; Petrillo, Tony; Roark, Ann; and Melton, Susan. *Counseling Strategies*. Jefferson County School District R-1, Lakewood, Colorado, 1978.

Meichenbaum, D. *Cognitive-Behavior Modification: An Integrative Approach*. New York: Plenum Press, 1977.

Merrit, R. E., Jr. and Walley, D. D. *The Group Leader's Handbook*. Champaign, Illinois: Research Press, 1983.

Newcomer, P. L. *Understanding and Teaching Emotionally Disturbed Children*. Boston: Allyn & Bacon, 1980.

Newman, R. *Groups in Schools: A Book About Teacher, Parent, and Children*. Simon & Schuster, 1975.

Newman, R. G. *Psychological Consultation in the Schools*. New York: Basic Books, 1967.

Raths, L. E., Harmin, M., and Simon, S. B. *Values and Teaching*. Columbus, OH: Charles E. Merrill, 1966.

Quay, H. C. and Werry, J. (Eds.). *Psychopathological Disorders of Childhood*. New York: Wiley, 1979.

Simons, S., Howe, L., and Kirshenbaum, lt. *Values Clarification*. New York: Hart, 1972.

Vorrath, H. and Brendtro, L. *Positive Peer Culture*. Chicago: Aldine Publishing Company, 1974.

Wood, M. M. (Ed.). *Developmental Therapy: A Textbook for Teachers as Therapists for Emotionally Disturbed Young Children*. Baltimore: University Park Press, 1975.

FAMILY

K-5

Me and My Family, Coronet.

Family Feelings, Ed. Un-ltd.

Personal Feelings About Your Family, Stephens.

Family Values Activity Cards, Lakeshore.

6-9

What Are Parents For, Anyway?, GA.

Understanding Your Parents, GA.

Broken Marriage: The Kids-Eye View, Lakeshore.

9-12

Family Living, Scholastic.

Adolescent Conflict: Parents vs Teens, Sunburst.

Realities of Family Life, Lakeshore.

How To Live With Your Parents and Survive, Humanities.

Violence in the Family: The Secret Tragedy, Humanities.

PUBLISHERS AND DISTRIBUTORS

Addison-Wesley Publishing Co.
2725 Sand Hill Road
Menlo Park, Calif. 94025

Agency for Instructional Television
Box A
Bloomington, Ind. 47402

American Guidance Service, Inc.
Publishers Building
Circle Pines, Minn. 55014

Argus Communications
7440 Natchex Avenue
Niles, Ill. 60648

The Center for Humanities, Inc.
Communications Park
Box 100
White Plains, N.Y. 10602

The Child's World
Box 681
Elgin, Ill. 60120

Childcraft Education Corporation
20 Kilmer Road
Edison, N.J. 08817

Children's Press
1224 West Van Buren Street
Chicago, Ill. 60607

Coronet
65 East South Water St.
Chicago, Ill. 60601

Developmental Learning Materials
7440 Natchez Avenue
Niles, Ill. 60648

Walt Disney Educational Media Company
500 South Buena Vista Street
Burbank, Calif. 27012

Education Achievement Corporation
Box 7310
Waco, Texas 76710

Education Unlimited Corporation
13001 Puritan Avenue
Detroit, Mich. 48227

Educational Manpower, Inc.
Box 4272-D
Madison, Wis. 53711

Educational Reading Services
320 Route 17
Mahwah, N.J. 07430

Encyclopedia Britannica Educational Corporation
425 N. Michigan Avenue
Chicago, Ill. 60611

Eye Gate Media
146-01 Archer Avenue
amaica, N.Y. 11435

Guidance Association
Communications Parks
Box 300
White Plains, N.Y. 10602

Lakeshore Curriculum Materials Company
2695 E. Dominguez St.
Box 6261
Carson, Calif. 90749

Learning Tree Filmstrips
934 Pearl St.
Box 1590 Department 500
Boulder, Colo. 80306

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, N.Y. 10020

Charles E. Merrill Publishing Co.
1300 Alum Creed Dr.
Columbus, Ohio 43216

Pennant Educational Materials
vision of the Wright Group
8265 Commercial St. Suite 14
LaMesa, Calif. 92041

People Books
8504 Germantown Avenue
Philadelphia, Penn. 19118

Random House
School Division
400 Hahn Road
Westminster, Md. 21157

Scholastic Book Services
904 Sylvan Avenue
Englewood Cliffs, N.J. 07632

Science and Mankind, Inc.
Two Holland Avenue
White Plains, N.Y. 10603

Society for Visual Education, Inc.
1345 Diversey Pkwy.
Chicago, Ill. 60614

The Stephens Company, Inc.
1021 Columbia Dr., N.E.
Atlanta, Ga. 30309

Sunburst Communications
Suite 94
41 Washington Avenue
Pleasantville, N.Y. 10570

Teaching Resources Corporation
50 Pond Park Road
Hingham, Mass. 02043

Albert Whitman and Company
560 West Lake Street
Chicago, Ill. 60606

GLOSSARY

Affective education - Affective education is "systematic instruction to help students acquire information, attitudes, and skills which will encourage appropriate behavior and mental health" (Colorado Department of Education, 1980). Affective education is based on three assumptions: (1) students of the emotionally handicapped need instruction in the affective, as well as cognitive and psychomotor domains; (2) because of their handicaps, students of the emotionally handicapped either don't acquire or don't use information about appropriate ways of behaving; and (3) most students are able to utilize information and skill instruction when provided the opportunity.

Behavioral self-control - Rather than using images and verbalizations for changing behavior, self-control methods are used to foster independent regulation of behavior. These methods allow for students to accept greater responsibility for their behavior through learning techniques of self-assessment, self-monitoring, and self-reinforcement. These techniques have been found effective for increasing task behavior and reducing disruptive classroom behaviors. It is appropriate for students of all grade levels.

Cognitive behavioral modification - An approach that has been successful in helping children increase self-control is the cognitive behavioral approach which combines a concern for behaviors along with the thought processes which influence behaviors. This position assumes that congitions and behavior are compatible and that cognitive activities (such as expectations, self-statements, and attributions) are important in affective behavior. So, if the thinking process is changed or enhanced, the behavior is likely to be different.

Counseling - Counseling is "individual" or group discussion to help students gain insight into themselves and their problems, to share feelings and concerns in a confidential and supportive manner, and to plan and evaluate personal tools" (Colorado Department of Education, 1980).

Creative activities - Includes role play, music, art, creative writing, play, story telling, bibliotherapy, drama, and puppetry. Activities must be motivating for the student. Activities which entertain and arouse curiosity through creativity and fantasy accomplish this especially well in a deliberate, yet symbolic, means of expression.

Empathic/reflective listening - Where the teacher responds to the child in a way that indicates empathy of understanding of the student's feelings. Example: Teacher verbally states students' feelings (e.g., "You seem angry because someone hit you" or "It really makes you happy when you make an A").

Interpretation - Involves assisting the child in connecting behavior and feelings. Example: "It makes you mad when you don't get what you want."

Invitational behavior - Teacher behaviors which enhance student approach and initiation of interaction.

Magic Circle Program - Helps children label affect and improves verbal skills. It requires minimal time and is easily interwoven into daily events. It contains a structured curriculum.

Methods in this program include approximately 15-20 minutes each day in set aside group time. Group rules are established, and students alternately respond verbally to a theme such as "a time when I was embarrassed. . . ."

Problem solving - Self-instructional programs involve problem solving, but all problem-solving approaches do not emphasize self-instructions. These approaches are cognitive-behavioral interventions because they increase the student's awareness of his or her own behavior. It is also believed that as problem-solving skills improve, social behavior improves. Problem-solving instructional experiences are most effective when they relate to real problems and experiences, increasing the student's identification with the experience and enhancing generalization.

Reality therapy - Uses direct questioning to help students examine actions and develop a plan for changing inappropriate behavior to appropriate behavior.

Redirection - Guiding a child back to task through an alternative motivation. Example: Teacher notices a child behaving inappropriately (e.g., getting ready to throw paper across the room) and provides an alternative response (e.g., says, "Here's a wastebasket for you").

This technique shows the child a more appropriate response, refocuses attention, and avoids unnecessary confrontation.

Relaxation training - Involves teaching students to alternately relax and tense various muscle groups in a systematic order; e.g., from the facial area to feet and then the complete body.

Guided imagery is sometimes used in conjunction with relaxation. This approach requires the student to imagine a very pleasant environment or circumstance (which aids in relaxation) and then to recall this environment/situation in stressful situations. This strategy is useful for students who are anxious and worry excessively.

Self-assessment - Involves teaching students to assess or evaluate their behavior in order to improve it. In this step, self-instruction or self-rating may be helpful in evaluating the behavior. It is also useful to use self-monitored data when making comparisons of behavior.

Self-control intervention - These are divided into two types: (1) self-maintenance where students use self-control procedures to maintain behaviors acquired through external teacher control, and (2) self-change where students are taught self-control procedures to acquire new behaviors. Both interventions have three stages: self-monitoring, self-assessment, and self-reinforcement.

Self-directed verbal commands - Teach students to use self-directed verbal commands, such as "stop, look, and think" before responding. Visual reminder cards with these words printed on them can be used as cues.

Self-instructional procedures - This approach has been applied effectively with a broad range of childhood disorders and with children of varied behavioral skills. These techniques are designed to help students identify problems and options and take action. Self-instructional techniques are primarily used to guide students from covertly describing behavior to internalizing control over their behavior.

Self-monitoring - Teaches students to observe and record their own behavior. It involves choosing behavior, defining the behavior, and selecting a measuring and recording method.

Self-reinforcement - Involves teaching students to reinforce or reward themselves for appropriate classroom behaviors. These reinforcers may be tangible or covert.

Self-statements - Teach students simply to say a particular statement to themselves at a given time. For example, a child who is fearful of the dark may be taught to say to himself when he's in the dark, "I am a brave boy (girl). I can take care of myself in the dark."

Supportive peer groups - Designed to teach students new ways of behaving through using the strength and support of the peer group. This method helps students confront their problems and helps them change. It increases interpersonal communication. Supportive peer groups rely on group meetings.

Teacher feedback and review - Important in helping individual students demonstrate appropriate behaviors. Life Space Interview is an example of feedback and review. This method facilitates open communication between teacher and student, encourages students' listening and verbal expression skills, provides verbal and social reinforcement for appropriate performance, encourages student self-monitoring and assessment, and clarifies and reinforces expectations.

Values clarification - An approach which suggests that teachers should teach values in a systematic and responsible manner. In values clarification, teachers avoid moralizing and instilling values. Students are helped to develop their own value systems through activities based on the themes of prizing one's beliefs and behaviors, choosing one's beliefs and behaviors, and acting on one's beliefs (Simon, Howe, and Kirschenbaum, 1978).

Verbal mediation - Although this approach is similar to self-instructional training, it is easier for older students who have trouble learning to memorize or transfer learned material. Verbal mediation can take several forms, from prompting to actually recreating the problem.

MODULE 5: Consultation, Training, and Teacher Roles

I. Introduction

A. Rationale

In the past special educators had to be proficient in subject areas and behavior management skills for their students. Teachers in self-contained classrooms often had to deal only with their students and, at an administrator. The current mandate for the least restrictive environment (LRE) requires special educators to assume new roles, for which may are ill-prepared. In addition, the shortage of teachers to work with students with emotional handicaps implies that teachers trained in these areas often must teach other teachers how to work with these students in regular classroom settings.

Most special educators have been trained to work with exceptional students, not with adult peers. They have not been trained in consultation -- working with other professionals. The kinds of skills needed to deal with acting-out youngsters are not necessarily the skills needed to persuade a 4th grade teacher to include a student with emotional handicaps in his or her class. Since these skills are very different, some special educators who are excellent in working with their students do not have the skills needed to assume this new role.

The "mainstreaming" of exceptional students into regular classrooms has produced anxiety for the classroom teacher who may feel he or she can't cope with these students; the special educator, who may wonder how Johnny can survive in a regular class; and for the parent, who may wonder how Johnny will cope without Ms. Special Teacher, who has known him for so long. Properly trained consultants can help deal with these anxieties by assisting the special educator in making sure Johnny has the requisite skills to survive in a regular class; and by providing support to the parents if needed.

This module should be included in teacher training since the skills it presents are essential for all special educators under the current guidelines. Some of the techniques described may be new to teachers; others may be familiar but with a slightly different emphasis.

B. Purpose

The purpose of this module is to describe and define the role of the consultant, describe the consultation process, and give participants practice in assuming this role through several role plays and other experiences. This module will also present some specific strategies that consultants may use in integrating students into regular classroom settings; in determining and accessing community resources; in functioning as part of the multidisciplinary team; and in working effectively with parents.

C. Scope (Material: Overhead #1)

This module includes descriptions of the consultant's role; practice in assuming part of this role; description of specific strategies to aid in the mainstreaming process; a checklist for determining community resources; a description of the role of the consultant in multidisciplinary staffings; and strategies for the involvement of parents in program implementation.

This module will not deal with strategies for counseling students with emotional handicaps, since that is not the role of the consultant. Nor will this module describe intensive training procedures for parents, or for writing IEPs, since these skills are included in other modules.

A thorough study of some of the personal skills necessary for a consultant (e.g., good listening skills, use of non-verbal language, verbal problem solving) could easily take several weeks. Due to time, these skills will be discussed briefly but not in detail.

D. Prerequisite Skills

1) Ideally, modules 1-4 should be completed prior to this module, since it asssumes the basic skills covered in the first four modules.

2) Definitions: Indiana's Rule S-1 states that "special consultation programs may be established to assist in serving SEH whose special education needs may be met in regular classrooms or special classrooms for the SEH." State EH guidelines add that the consultant "is to be available to design specific program components and to work directly with teachers, parents and students to help improve student behavior and performance."

In these settings, the primary model of consultation that is used is the triadic model (See Overhead #1). In this model, the consultant and the classroom teacher, or teacher of EH class, or parent collaboratively develop a consultation plan. This plan is then implemented by the regular classroom teacher, teacher of EH class or parent with definite effects on student outcomes. The student outcomes may in turn influence the consultation plan. Thus, the consultant often does not work directly with the student, but is said to provide indirect service to the student via another teacher or parent.

3) This module assumes that consultants have the following prerequisite skills:

   a. Knowledge of basic legal requirements for implementation of IEPs, specifically in regard to establishing the least restrictive environment;

   b. Experience with observation of behavior in classroom settings;

c. Knowledge of and experience with appropriate behavior management strategies for a variety of settings and situations;

d. Knowledge of the academic areas of the classroom teacher(s) with whom the consultant is working;

e. Knowledge of "active listening" skills;

f. Good verbal communication skills.

396

WORKSHOP 1

TIME: 3-4 Minutes
MATERIAL: Pretest/Posttest, Handouts #1-#4

1) The teacher will be able to consult with other school personnel.

The teacher, as consultant, is often asked to serve as a resoruce for other professionals. Some ways the consultant might fulfill this role are described below. It is important to remember that consultants are never in supervisory positions.

For teachers of emotionally handicapped students or classroom teachers, a consultant can offer an objective evaluation of students' performance and how teachers' attitudes and actions affect that performance. Consultants can work with teachers in planning different behavior management or instructional strategies to improve students' academic or social skills.

Consultants can work with classroom teachers in easing the transition of students with emotional handicaps into mainstreamed classes and in monitoring their performance in these classes. If students are not meeting agreed-upon criteria, consultants can assist classroom teachers in determining the reasons for the students' difficulties and in determining measures to relieve these diffculties. Similarly, consultants may assist classroom management techniques.

Consultants may help paraprofessionals learn the techniques necessary for observation of classroom behavior, for taking data on this behavior, and for working with individual students.

School psychologists often act as consultants to school systems. They may in turn work with behaviorial consultants to plan an individual programs for students. School psychologists and behaviorial consultants also frequently work together in developing IEPs and in determining the least restrictive environments for emotionally handicapped students.

Speech and language therapists work with many exceptional students, including the emotionally handicapped. Consultants may serve as liaisons between these therapists and classroom teachers or parents.

Despite the fact that building principals play a major role in the administration of special education programs, they often have very little training in special education. Consultants may assist in interpretation of legal requirement and how these requirements affect the local school system, in determination of appropriate placements and curricula for emotionally handicapped students, and in the transition of emotionally handicapped students into the mainstream.

In all of these roles the consultant must be careful to keep in confidence both students' and teachers' performance. Students' rights are protected under P.L. 94-142 and Buckley Amendment.

If consultants are to be granted access to teacher's classrooms and to their data on students, it is imperative that consultants also respect teachers' confidentiality.

Discuss - Suppose Mr. Johnson, a behavioral consultant, was appalled by the way Ms. Anderson ran her classroom. He was so upset he described her unusual behavioral management techniques to all his colleagues in the teacher's lounge.

What do you think the long-term effects of this conversation might be -- e.g. Would other teachers in the lunchroom want Mr. Johnson to observe in their classroom?

If Ms. Anderson heard about this conversation, would she be likely to use strategies suggested by Mr. Johnson?

1a. The teacher will develop communication skills essential for consultation.

In the model of consultation described, it is usually someone other than the consultant who actually implements the consultation plan. Thus, a whole new set of relationships between the consultant and the person(s) who carry out the consultation plan is necessary. One of the most essential skills for a consultant is the ability to say things in such a way that others can hear and understand the message. One of the mistakes some special educators have made in the past is assuming that classroom teachers or teachers of students with emotional handicaps are going to make major modifications in the classroom environment just because the consultant says teachers should make such modifications.

ADMINISTER PRETEST

TIME: 5 Minutes
MATERIAL: Pretest

Discuss: Suppose Mrs. King, a behavioral consultant, went to Mrs. Jones and said: "In order for James, my EH student, to function in your class, you need to put his desk next to yours and make some other changes in your seating plan. You are also to give him a token after of his correct answers."

Why wouldn't this technique work well? Would you predict that Mrs. Jones would want to work with Mrs. King in the future?

A consultant has said, "People keep expecting consultation to be an event. Actually, it is a process."

These are the general procedures for implementing the consultation process.

TIME: 10 minutes
MATERIAL: Handout #2

1) The Pre-Entry Phase

The consultants need to clarify their own needs, values, assumptions and define their own role and skills, and make themselves visible or known to consultees.

2) The Entry Phase

Here the consultants define and establish the consulting relationships, roles, ground-rules and contracts, including a statement of the presenting problem. IT IS ESSENTIAL TO AVOID SEARCHING FOR SOLUTIONS AT THIS EARLY STATE. Instead, the two partners (special and regular educators or consultant and other professional) should work on the following:

a) developing a working relationship with each other;
b) developing an understanding of the work climate;
c) agreeing on parameters and initial working contract so that each partner knows what to expect from the other;
d) beginning to pinpoint the perceived problem;
e) determining what solutions have already been tried and what forces may act as supports or barriers to solving the perceived problem;
f) determining the resources that might be needed.

3) Gathering information

It is essential that decisions be based on accurate interpretation of objective information. Therefore, the team will determine what information is needed, where it is, who will collect it, determine how the information might be gathered, analyzed, synthesized and utilized. The team will note that sometimes the original problem statement is only a symptom of the real problem.

4) Defining the Problem

Utilizing the information gathered in step 3, the team will determine the goals for change. They will not proceed until both partners agree in writing on the problem to be solved.

5) Determining the Problem Solution

After brainstorming a variety of intervention and solution proposals, the team will then predict the consequences that might occur if one or the other proposal is selected. They will then select priorities from among the proposals discussed.

6) Stating the Objectives

The team will state the desired outcome that can be accomplished and measured within a stated period of time and within specific conditions.

7) Implementing the Plan

The plan should tell all parties involved what to do, when, how, who is responsible, and the outcomes expected.

8) Evaluating the Result

The team will determine how to monitor the process with the measurement of final outcomes. The team should focus attention on possible defects in the plan so as to make adjustments as common and acceptable practice without laying "blame" on any one individual.

9) Terminating the Collaboration

The team needs to agree on what factors will lead to a discontinuation of the mutal effort, i.e., what results will be expected (Model adapted from Krupius, 1978).

TIME: 10-15 minutes

Let's now discuss how this process has been put into practice. (Trainers: this description is based on the following article. Article: Lauver, P.J. (1976). Consulting with teachers: A systematic approach. Personnel and Guidance Journal, 52(8), 535-540.) This entire article is included in the packet for your information.

Case description:

A first year teacher of math was sending 1-5 students a day to the principal's office for discipline. The students were sent there for being out of their seats, talking, throwing things, and so on. The students kept saying that the teacher was inconsistent and that behavior that was permitted one day would not be permitted the next day.

Pre-Entry phase:

Consultant made sure she greeted the teacher each morning over coffee in the teacher's lounge and agreed that yes, the first year of teaching was difficult.

Entry phase:

Teacher began to make some specific comments about first period class and how difficult it was. Consultant offered to observe that class for a few mornings to see if she and the teacher might get some clues about what made that class more difficult than others. The teacher agreed.

Gathering information:

After the first observation, the consultant (C.) asked what rules the teacher had established for the classroom. The teacher responded that he did not believe in rules because "rules stifle learning." When asked why the teacher thought the kids acted the way they did, he replied that the students on the whole were a "slow" group. The teacher added the students seemed to behave better when consultant was in the room. The C. says "That's a good sign. That means that they can act better if they try. In time, though, they'll act as if I'm not there." The teacher agreed the beginning and end of the periods were the worst. The teacher had tried giving them free time on Fridays, but he and the students "got into an argument about whether or not they deserved the free time, and that ended that."

Defining the problem:

The C. asked what changes in the room would make it a less hectic place. The teacher stated that if students did not leave their seats without permission, if they did not keep calling out to each other, and if they did not turn around in their seats, and if students spent more time

400

working on math, the class would be "better." The teacher continued to observe in the classroom, taking data on occurrences of unwanted behavior.

Determining the problem solution:

The C. and the teacher decided to focus on the beginnning and end of the periods. C. suggested putting "guidelines" (rather than rules) on the board and having the class read them together before beginning work on math. Guidelines included a statement about allowing rap sessions after 40 minutes of math. Teacher hesitantly agreed but asked what would happen if a kid didn't pay attention to the guidelines. C. said: "I kept track one day and I think I learned something. Kids in your room have a better chance of getting some of your attention by acting up than by doing their work. I think you are an important person to most of these kids. I saw two or three kids who really brightened up after they had recited and you said, 'That's right.' But I noticed you don't say that very often.'"
The C. went on to suggest that the teacher praise students for positive things, e.g., showing up for class, rather than focusing on negative, being late.

Stating the objective:

The C. and the teacher agreed on guidelines and reward ("Rap sessions") if students worked on math for 40 minutes out of the 50 minute session. Teacher would also use praise for positive behaviors.

Implementing the plan:

Teacher discussed proposition with students and deal was on.

Evaluating the result:

At the end of 2 weeks, the teacher was much more positive about the situation, as were the students. During the second day, teacher decided to have an individual student rather than class read the rules together.

* Note the slow, careful way the consultant worked to establish trust and a relationship with the consultee before suggesting any changes.

* Note that the consultant did not say, "You must have rules," but worked with terminology that the teacher could accept.

* A major factor in good consultation is that the consultee feels as though he or she has a major voice in the strategy chosen. One result of this feeling is that consultees are more confident of their own skills and more likely to implement successful strategies on their own in the future, as is illustrated by the teacher making a minor change on his own.

Now that we have seen and discussed an example of consultation, let's talk about the qualities of a good consultant. Research has indicated that a consultant needs to be friendly, treat eveyone alike, open, good with groups, have "non-threatening expertise", be supportive, flexible, efficient, and have an awareness of and empathy for consultees' situations.

These "super person" qualities are important because communication on a human level is more important than technical skills. Likewise, the consultant should keep in mind that the relationship with the consultee and listening to the descriptions of the problem are often more important that the "solution." In these relationships, it is crucial that the consultant appears non-judgmental and non-evaluative.

TIME: 2 minutes

Discuss how judgmental responses can limit conversations/sharing with another person.

Listening is a generic skill for the consultant. Listening is really hearing what the other person says and making that person feel really heard. These are some ways of techniques for listening:

- Acknowledging

  "Um hm, . . . yes, . . . good"

- Reflecting

  Reflecting words or phrases back to consultee to underline importance or to move in particular direction.

- Paraphrasing

  Changing actual words of consultee slightly - should be done in tentative tone

- Summarizing

- Clarifying

  To check perceptions; help express self

- Elaborating

  "Taking off from what you said . . .
  I'm thinking about what you suggested, would this fit?"

TIME: 30-35 Minutes
MATERIAL: Videotape

Now we are going to watch two videotaped situations. In each situation the participants, who were students in a consulting class at Indiana State University, illustrate a good way to work on the poblem described and a not-so-good way to work on the problem described. Decide if the participants used the listening techniques and other strategies we have talked about so far in their role plays.

In these two situations the participants were to focus only on the early stages of the consultation process, establishing relationship and pinpointing the problem, not on the solution. They were given this particular assignment because we often focus on the "solution" part too early in the process.

This is the situation as described to the participants in the fist situation. First they will portray a good way to deal with this situation; then a not-so-good way.

- The special educator has been working on a follow-up of a mainstreamed student. The student has done very well for six weeks, both academically and behaviorially. When the student has one bad day -- complete with temper tantrum -- the classroom teacher asks that the student be removed from her class.

  Good way:

  Discuss how the consultant dealt with situation.

  * Note: Trainers may wish to include the following:

    * Note tone of voice
    * Eliciting of information
    * Rephrasing of concerns
    * Appoinment to talk more

  Not-so-good way:

  Discuss the differences between this approach and the previous one.

  * Note: Trainers may wish to include the following:

    * Sigh
    * Tone of voice
    * "He didn't do that in my class."
    * Abrupt ending

The second situation, based on a real occurrence, is described as follows:

- The principal asks the special educator to give a classroom teacher some assistance since this first year teacher has poor classroom control. It is left to the special educator to begin this contact. The special educator has never talked to this classroom teacher and does not see any of the same students.

  Good way:

  Discuss how consultant's approach to teacher might be effective in helping the teacher solve some of the problems.

  * Note: Trainers may wish to include the following

    * Establish relationship first
    * Create opening for sharing problem
    * Rephrasing concerns
    * C. not comment on teacher's poor strategies

  Not-so-good way:

  Discuss relatively minor differences between this approach and previous one and what big effects they might have on teacher's willingness to work with consultant.

* Note: Trainers may wish to include the following:

  * "Heard some things about your class" without saying what she has heard
  * C. use judgmental tone
  * C. say "I know what problem is but want to observe"
  * Teacher obviously uneasy

Do role plays:.

Ask participants to pair up and choose one of the role plays listed focusing on either elementary of secondary school teachers. Ask the participants specifically to focus on the first part of the consultation process: the pre-entry and entry phases, gathering information, and defining the problem but not on the "solution." The reason for this emphasis is so that consultants do not rush too fast to giving "answers" to problems.

ADMINISTER POSTTEST

PRETEST/POSTTEST
TRUE OF FALSE ITEMS

__F__ 1) It is more important for a consultant to have good "technical" skills in solving problems than it is to have a relationship with the consultee.

__F__ 2) The consultant should tell the teacher what changes the teacher needs to make in his/her classroom to accomodate students with emotional handicaps.

__T__ 3) The consultant's relationship with the consultee is more important than providing solutions to school problems.

__T__ 4) It is important for the consultant to be non-judgmental and non-evaluate.

__T__ 5) One way for a consultant to become "visible" to his or her colleagues is frequently informally chat with them over coffee in the teacher's lounge.

__F__ 6) In the triadic model of consultation, the consultant usually works directly with the student.

__F__ 7) Teachers may discuss student's performance in the classroom with any of their colleagues.

MULTIPLE CHOICE ITEMS

__(C)__ 1) If a teacher requested help in figuring out how to ensure that Sara would do her homework, the first step for the consultant would be to:

a) observe in the classroom b) tell her teacher to give Sara a reinforcer for completing the homework c) ask what kind of homework Sara is to do d) all of the above e) none of the above

__(A)__ 2) If the consultation plan developed for Sara did not result in her getting more homework done, what would be the next step?

a) try to determine what factors prevented her from completing her homework b) change the reinforcer for her c) talk to the teacher about a change in assignment or instructions for her d) give up the plan

__(B)__ 3) What is one way for a consultant to indicate that he or she is listening to the consultee?

a) repeating the last word the consultee says as a question b) paraphrasing or rephrasing the consultee's statements c) asking questions about what the consultee has said d) any of the above e) none of the above

__(D)__ 4) One mistake consultants may make is:

a) telling the consultee what changes to make b) not gathering enough information about the situation c) not involving the consultee in the decision-making process d) all of the above e) none of the above

__(D)__ 5) If a consultant observes inappropriate teacher behavior, the best thing to do is:

a) discuss this behavior with the building principal b) discuss this behavior with teacher's immediate supervisor c) do nothing about it d) none of the above

406

HANDOUT #2
The Consultation Process

1. The Pre-entry Phase
2. The Entry Phase
3. Gathering Information
4. Defining the Problem
5. Determining the Problem Solution
6. Stating the Objectives
7. Implementing the Plan
8. Evaluating the Result
9. Terminating the Collaboration

HANDOUT #3
CONSULTATION WITH CLASSROOM TEACHERS
ROLE PLAY ASSIGNMENTS -- ELEMENTARY

Your team will be assigned one of these situations. You should focus on the pre-entry, entry, and gathering data stages, not on the solution to the problem.

1) The classroom teacher expresses concern about a labeled student not performing up to expectations. In the course of the conversation, the special educator realizes that some non-labeled students in the class are performing lower than the labeled child.

2) The principal asks the special educator to give a classroom teacher some assistance since this first year teacher has poor classroom control. It is left to the special educator to begin this contact. The special educator has never talked to this classroom teacher and does not see any of the same students.

3) The classroom teacher is regarded by her peers as an excellent teacher. She uses small group projects and frequent special trips. However, she is concerned that students mainstreamed into her class will force her to drastically revise her plans, which she knows are effective with her current students.

4) The special educator has been working on a followup of a mainstreamed student. The student has done very well for six weeks, both academically and behaviorially. When the student has one bad day -- complete with temper tantrum -- the classroom teacher asks that the student be removed from her class.

5) The classroom teacher reports that her mainstreamed student is doing fine. When the special educator observes the class, the special educator feels that the mainstreamed student is not performing as well as the student did in the special education class, mostly because the classrooom teacher is not expecting enough from the student.

HANDOUT #4
CONSULTATION WITH CLASSROOM TEACHERS
ROLE PLAY ASSIGNMENTS - SECONDARY

Your team will be assigned one of these situations. You should focus on the pre-entry, entry, and gathering data stages, no on the solution ot the problem.

1) The special educator has been working on a follow-up of a mainstreamed student. The student has done very well for six weeks, both academically and behaviorially. When the student has one bad day -- complete with temper tantrum -- the classroom teacher asks that the student be removed from her class.

2) The classroom teacher states that the mainstreamed student has not been completing homework assignments. The teacher states he writes the assignment on the board every day. When the student is asked about the missing assignments, the student states, "I don't understand what I'm supposed to do."

3) One mainstreamed student does an excellent job in class and an average job on tests, and the classroom teacher is very pleased with his work. Now, however, the final assignment is to write a "term paper," which both the special educator and the student feel the student is not capable of completing as assigned by the teacher.

4) The classroom teacher is concerned that one of the mainstreamed students "talks back" to him and is desrespectful to him in class, in front of the other students. The classroom teacher is uncertain how to handle this problem.

5) One mainstreamed student has made a "B" or "C" on all the papers that the special educator has seen. When the report cards come out, however, the student receives a "D" in the course.

HANDOUT #5

- Classroom Teacher: G. performed consistently at mid-first-grade level in reading and spelling. He did well in math and manuscript handwriting. He was easily frustrated; he frequently cried, left the classroom, copied other students' work, and engaged in various other forms of off-task behavior.

- Title I reading teacher: G. scored K.5 on the Slosson Oral Reading Test and 1.3 on the Wide Range Achievement Test. Both tests were given in October 1979. No curricular assessment data were available because G. was unable to read passages from the first preprimer of the MacMillan basal reading series. He had difficulty identifying letter/sounds. Vowel sounds were especially difficult for G.

- Mother: G. Was easily frustrated with nonacademic tasks within the home as well. He had had behavior problems for a long period of time.

- Teacher consultant: G. was off-task (not looking at the teacher when she was talking; not looking at assigned books and papers) anywhere from three minutes, 40 seconds to eight minutes, 3 seconds over a five-day period. These observations were made during the same fifteen-minute period each day. He copied from his neighbors' papers between 9 and 25 times, averaging 15 times per each fifteen-minute observation on five separate days.

Each of these individuals agreed to be responsible for some aspect of an educational plan for G. The classroom teacher would praise appropriate behavior, ignore inappropriate behaviors, try to give G. tasks of short duration, and give him as much individual attention as possible. The Title I reading teacher would continue to review the contents of first preprimer work on a group of word lists, offer practice on letter/sounds, continue working on handwriting activities, and coordinate G.'s remedial reading program with his classroom reading assignments. The mother would continue to help G. with his math at home. The teacher consultant would continue to observe G. in his classroom daily from 11:00 to 11:15 A.M. She would also serve as consultant to the classroom teacher and notify members of the staffing team of any changes in G.'s behavior management program. The LD teacher would no longer see G. for special services.

The remainder of this report will focus on the collaborative efforts of the classroom teacher, the teacher consultant, and the parent to increase G.'s appropriate classroom behavior.

Idol-Maestas, p. 214

WORKSHOP 2

TIME: 10-15 Minutes

1b. The teacher will be able to deal with conflicts.

In the last session we discussed the consultation process and looked at some examples of how this process in action. Now we will discuss what happens when conflicts arise in the consultation process.

Conflict often occurs in special education settings when the consultant may feel strongly about one course of action but an administrator or classroom teacher or teacher of EH students or parent as strongly feels another course of action is best. Some of the negative effects of conflict are: competition; increased problems of mistrust and misperception; and perhaps escalation of the conflict itself. In addition, when conflicts arise, work effectiveness usually decreases.

However, conflict is not necessarily bad. Someone has defined conflict as the "external manifestation of the need and opportunity to change." Conflict often occurs when two or more spheres of power and control overlap. One problem that may come up in staffings is conflicting assessment results. e.g., student does poorly on test administered by psychologist, but relatively much better on test adminstered by special educator. Whose data should the staffing committee use to make judgments?

There are some ways consultants should not handle conflicts. One is the power approach: "Do as I say" because, among other reasons, educational consultants don't usually have this kind of power. Another inappropriate response to conflict sometimes is "smoothing over" of major issues, having apparent harmony by avoiding issues. Similarly, ignoring conflicts altogether avoids real needs and issues that will probably crop up in another form.

In cases, such as those mentioned above, where conflicts may arise because roles are unclear, the team members need to clarify their roles and decide what they should do when certain roles overlap, e.g., in assesment. They also need to discuss how decisions are actually going to be made.

In conflict situations, if someone should become aggressive, the following are some tips in handling these situations:

411

Handout #1

TIPS ON DEALING WITH AGRESSION

DO

- Listen
- Write down what they say
- When they slow down, ask them what else is bothering them
- Exhaust their list of complaints
- Ask them to clarify any specific complaints that are to general
- Show them the list and ask if it is complete
- Ask them for suggestions for solving any of the problems that they've listed
- As they speak louder, you speak softer

DON'T

- Argue
- Defend or become aggressive
- Promise things you can't produce
- Own problems that belong to others
- Raise your voice
- Belittle or minimize the problem

TIME: 3-4 Minutes

Discuss participants' feelings about this list of do's and don'ts, particularly the item about mirroring body posture.

How should consultants handle conflict? 1) Compromise. "Compromise" does not mean giving in, but each side giving a little, such as in labor negotiations.

Discuss examples of compromise.

Second way to handle conflict is by problem solving. "Ok, here is this problem, how can we solve it?" Participants might use brainstorming, or generating a variety of solutions and possible consequences before deciding on a specific approach. This process may lead to some strategies that neither would have thought of on their own.

See the example below:

Principal or psychologist or parent: Charles is severely disturbed and should be sent to facility for incorrigible youth. He cannot be maintained in public school setting.

Consultant: Charles does have significant problems, but I feel he is able to function adequately in a special class (or a regular class) setting.

Discuss ways to compromise on this problem or ways to use problem solving techniques to determine a solution.

Now we are going to watch two video-taped role plays of conflict resolutions. Again these role plays were filmed during a consulting class at Indiana State University. The participants will first show a good way of handling conflict, then a not-so-good way of handling conflict.

This is a description of the first problem situation.

Teacher: As classroom teacher, you have great concern for the learning of all the students in your class. You feel it's unfair to take too much time away from the total group to work with one child. You want the special educator to take Jim and solve his problem without bothering you. You also feel the child's parent has not been cooperative in the past and that she/he tends to cause or at least irritate the child's problem. Behavioral data you have taken indicate that the child averages 10 talk outs per day; seldom completes assignments; and doesn't play with other children in the classroom.

Consultant: You feel that Jim can be maintained in the classroom with some assistance from you. (You also feel that Jim would not qualify for any special education program.) You therefore need to give suggestions to the teacher about maintaining Jim in the classroom.

TIME: 15 Minutes
MATERIAL: Videotape

(Trainers: You might note the following:)

- * The careful-rephrasing of statements.
- * The questions to elicit information
- * Consultant doesn't directly say "No, I won't help."
- * Phrases like "Together we could . . . Jot down things you've tried."

(Trainers: In the not-so-good example, you may want to note the following:)

- * The differnt tone of voice
- * "You mean you can't take extra time . . ."
- * Consultant obviously bored

TIME: 15 Minutes
MATERIAL: Videotape

The second example concerns a parent who comes in very upset.

Parent: Why should I put my kid in (LD, EH) program? Johnny's doing fine where he is. Maybe he does learn differently than others but I don't want him singled out as being different from the others. All those tests are a bunch of garbage anyway. They can't tell me any more about my kid than I know already.

Consultant: Needs to provide rationale for the (LD, EH) program and benefits to student.

Discuss what strategies the consultant used to defuse the situation. In the good example, trainers may want to point out the following:

- * teacher/consultant remained calm
- * teacher showed parent what student was expected to do

In the not-so-good example, many of the phrases the consultant uses are the same, but with different results.

Discuss the differences between the two versions. Trainers may want to point out the following:

- * difference in tone
- * not use examples
- * not deal with issues or discuss concerns

Exercise: Now we are going to do some "conflict" role plays. Paricipants should focus on the situation as outlined, taking their role seriously. The person acting as consultant should endeavor to utilize the principles talked about so far in these two sessions.

1) Teacher: Sam has caused me problems in the past when I monitored the study hall he was in. He was disobedient, talked back, didn't do anything he was susposed to do. Now they are asking me to take this student into my government class and I simply refuse to do so. I have enough trouble with my 30 "normal" kids that period without adding another problem.

Principal: Sam's IEP says he should be mainstreamed for government, so he will be mainstreamed for government.

Consultant: Sam has been a behavior problem, but he's now improved so much he is ready to handle government class, which he needs for graduation.

2) Teacher: This EH student you sent me -- Larry -- is dirty and smelly and I don't want him in my class. His assignments are usually wrinkled and look like they've been stepped on. I worry that he' going to be a bad influence on my other students. I want him out now.

Consultant: I think it is important for Larry to gain the social experience your class has to offer. Maybe we can work on his other problems.

OJBECTIVE 1 - SESSION 2
TEST
TRUE - FALSE QUESTIONS

T 1) Conflict in work situations usually lead to decreased work effectiveness.

F 2) One of the positive effects of conflict is competition.

F 3) When conflicts arise, it is sometimes best to avoid the underlying issues, which may be very divisive.

T 4) One frequent source of conflict in special education programs is the unclear role of staffing team members.

F 5) On way to handle aggression is to minimize the problem.

T 6) Another way to handle agression is to mirror the body language of the agressive person.

F 7) The consultant should assume ownership of the problem described by the consultee.

MULTIPLE CHOICE

(C) 1) Two of the ways to resolve conflicts are:

a. compromising and smoothing over of divisive issues
b. brainstorming and promising results
c. compromising and problem solving
d. all of the above
e. none of the above

(D) 2) To defuse tense situations, a consultant should:

a. speak very quietly and calmly
b. use specific examples to illustrate major points
c. deal with specific issues, not generalities
d. all of the above
e. none of the above

(A) 3) One thing NOT to do in tense situations is to:

a. use judgmental language or tone
b. write down what other person says
c. ask the other person for suggestions on solving problem
d. all of the above
e. none of the above

(B) 4) If the consultee raises her voice, the consultant should

a. also raise her voice
b. speak more softly
c. remind her of the proper tone for conducting discussion
d. none of the above
e. all of the above

WORKSHOP 3

TIME 5 Minutes
MATERIAL: Pretest

1c. The teacher will be able to assist in the integration of mainstreamed students.

Many classroom teachers have anxiety and negative feelings about mainstreaming. Before discussing mainstreaming a specific student with teachers, it may be best to discuss why mainstreaming, particularly mainstreaming of students with emotional handicaps, is a worthwhile goal.

Not all students with emotional handicaps will be mainstreamed into regular classrooms: some students will remain in self-contained classes. Other students need the kind of positive role model that they may find in the regular classroom to help them reach their full potential. Teachers who worry that they do not know how to handle severe behavior problems might be reminded that all teachers deal with some behavior problems every day. Students in every classroom demonstrate behaviors the teacher would like to change. If students with emotional handicaps are ready to be mainstreamed, they are much more like the students in the regular class than they are different from them. It is also important to emphasize that the teacher of students with emotional handicaps acts as consultant for any problems these students may have in the regular class after they have been mainstreamed.

Teachers of students with emotional handicaps must prepare these students for integration into the regular classroom. It is an injustice both for students and receiving classroom teacher to send the students into regular classrooms without adequate preparation. Such preparation should include at least the following:

a) The student should be able to work independently;

b) The student should be able to work receiving the delayed feedback usually offered in regular classes rather than the immediate feedback stressed in special education classes;

c) The student should be able to perform under the teacher's usual classroom rules. e. g., if the teacher's usual rule is "No talking without permission", the student to be mainstreamed should have had practice in performing under these guidelines. For some students, additional rules and/or consequences may need to be established, but they should be expected to perform as do the other students in the class;

d) The student should be able to use the materials and methods used by the regular class teacher. e.g., if the teacher writes the reading assignment on the blackboard and uses the Economy Reading Series, the student should have practice in all the skills necessary to perform these tasks.

e) Ideally the student should exceed whatever criteria the classroom teacher may establish. The reason for this suggestion is that research has found that most students' skills slip a little when they are initially mainstreamed. New teacher, new students and different expectations probably play a role in this slippage in their skills. If the consultant feels that the student will never be able to exceed the teacher's criteria but feels the student could gain a lot from being in the regular class, the consultant may discuss these issues with the classroom teacher.

Teachers who work only with exceptional students may be unaware of all the demands of the regular classroom. Before special education teachers consider mainstreaming a special student, they they need to know the classroom teacher's expectations. The enclosed handout is one way of determining what the classroom teacher expects of students. Participants will notice that the specific information listed on this form will enable teachers of emotionally handicapped students to better prepare their students for the mainstreamed class. Participants can use this handout in one of two ways. They may sit down with a regular class teacher and ask these or similar questions, or they may give this form or a similar one adapted to your school setting and/or particular type of students to teachers to fill out independently.

TIME: 2-3 minutes
MATERIAL: Handout #1

(Trainers: spend 2 minutes or so looking at this form and eliciting questions or comments about it.)

TIME: 15-20 minutes
MATERIAL: Handout #2

Exercise: Look at the form filled out for Mr. Sims' science class, then look at the description of the two students. Determine if one or both students could be mainstreamed into Mr. Sims' class; then decide what skills the teacher of students with emotional handicaps would have to work on before intiating the mainstreaming process.

Trainers: You might want to note the following for Andy

- ok on reading; can get oral directions ok
- written language difficulties may not be problem on test, but might be in daily assignments
- doesn't sound like much student participation in class so Andy may do ok
- interest is positive factor

Carol

- low reading skills potentially a serious problem
- unlikely Mr. Sims will give her assignments directly if he has 30 other students
- her blurting out may cause problems
- may be best not to mainstream her at this time, until some of her behavior improves.

In addition to the classroom teacher, the building principal or other administrator and the parents need to be notified of the plans for mainstreaming students with emotional handicaps. Some principals are very supportive of such plans; others are not. In any circumstance, since this transfer is a major program change, administrators need to be notified, as well as the parents, and this change in program noted on the student's IEP. Most parents welcome their children's transfer into regular classes, although some may have concerns that need to be specifically discussed.

If the teacher/consultant feels that a student can benefit from being in a regular education classroom but needs special considerations -- e.g., oral testing -- these considerations must be discussed with the classroom teacher before the student is mainstreamed. Some teachers have major concerns about making such major modifications to their existing classes. It is better to deal with these concerns before the student gets into the class, rather than afterward. The teacher/consultant can also develop a "contract" for the student, such as those shown in Handout #3.

After a classroom teacher has agreed to integrate a student with emotional handicaps into his/her classroom, grading the student's work should be discussed. Some options are: a) using same criteria as all othe students; b) concentrating on one part of the classroom teacher's assignments, e.g., daily work rather than the tests, knowing that such concentration will result in a C or lower grade; c) grading according to what percent of IEP goals the student has achieved. It is unwise to wait until the first grading period to discuss these matters. Sometimes teacher/consultants must use all the tact at their command to deal with this thorny issue.

Material: Handout #4

Once students are mainstreamed it is critical that the teacher/consultant continues to monitor student progress and support the classroom teacher. The consultant should check with the classroom teacher at least every other week on the student's performance. In small schools, this may be done informally. In larger schools, this monitoring may be done by some kind of checklist. Checklists can vary from asking the teacher if the student is attending class and is doing the assigned work to more extensive questions on students' general behavior. (See examples attached.)

TIME: 4 Minutes
MATERIAL: Handout #5

Discuss checklists that participants have used/might use, depending on the kind of information they want from classroom teachers.

If your follow-up of classroom students indicates that students are having problems in the classroom, strategies for altering the classroom enviroment are given in Handout #2. Obviously the consultant should only suggest one change at a time. After the change has been made, either the consultant or the classroom teacher may want to keep data on how the change affects the student's performance in the classroom. Discuss interventions.

In some cases, students with emotional handicaps simply cannot "make it" in the regular classroom. In these cases, the student should be withdrawn from the regular classes. Other students may need more structure or the small class setting offered in the special educaton classroom.

TIME: 20-45 Minutes
MATERIAL: Videotape

Now let's watch a video showing consultants discussing some of these issues with classroom teachers and the results. After each role play, discuss how the participants might have changed their approach and the positive aspects in each situation.

Trainer's note: If you want to use only one or two of these situations the first and the fourth presentation is recommended. If you do show presentations three and four, which deal with the same situation, discuss why one approach might be better than another, and the differences in the approach.

EXAMPLE: 1) You have been working with Donnie for several months in a hospital setting. He was in a serious auto accident that crushed several bones in his arms and legs. Although before his accident he was a middle-of-the-road student, his long illness and discomfort have put him about 6 months behind his peers. Knowing he will be released from the hospital soon, you need to work out with Miss Larsen, his classroom teacher, steps to transfer him back into the regular classroom.

You have heard from Donnie's parents that Miss Larsen is a stickler for discipline and for students getting all their work done promptly and neatly. Donnie physically can't work very fast or neatly due to his remaining problems. You need to work out with Miss Larsen an agreement on what she will accept from Donnie.

EXAMPLE: 2) You are interested in mainstreaming Ann into Miss Carlson's 8th grade science class, which meets the first period of the day. Ann needs this science class in order to go on into high school. With the help you can give her in the resource room, Ann can probably do ok academically in this class. However, Ann frequently skips school or is late to her first period class. Miss Carlson does not object to including Ann in the class but states that Ann must attend class, be on time, and hand in her assignments on time for a minimum of D grade.

When you observe in Miss Carlson's class, you decide that the general format (small group projects), objective tests using multiple choice and true-false questions, and the overall climate will be very good for Ann. However, you must work out a plan with Miss Carlson and Ann for Ann to meet Miss Carson's minumum standards.

EXAMPLE: 3) Jason is a third grade student in a self-contained class for students with emotional handicaps. Knowing that Jason has some artistic skills and wanting him to have some experience with his more nearly normal peers, you wish to arrange for him to go to art instruction with a "regular" third grade class taught by Mrs. Johnson. Jason's behavior is fine when his environment is very structured and he knows what to do. However, he looks different from other students his age: he is smaller, his clothes are frequently dirty and his hair uncombed. It is this "different look" that worries Mrs. Johnson. She specifically worries about how her other students will react to Jason and what will happen at those times when Jason's schedule must be interrupted or altered.

You need to talk with Mrs. Johnson about how to ease Jason into this situation; how to structure it; and whether/what you need to tell Mrs. J.'s class about Jason's being with them for art.

Application Activity

MODULE 5
WORKSHOP THREE
PRETEST/POSTTEST
True/False Items

___T___ 1) Some students with emotional handicaps will never be placed in regular classrooms for academic instruction.

___F___ 2) The best way to mainstream students is to transfer them at the beginning of the school year or semester.

___F___ 3) Once students are mainstreamed they are the total responsibility of the classroom teacher.

___F___ 4) Students with emotional handicaps should not be expected to function under a regular classroom teacher's rules.

___T___ 5) Ideally, to be mainstreamed, students should exceed the criteria of the classroom teacher.

___T___ 6) If students are mainstreamed, this change needs to be indicated on the IEP.

___F___ 7) After students are mainstreamed, regular classroom teachers should contact the teacher/consultant only if mainstreamed students are having problems.

___F___ 8) It is a waste of time to discuss how mainstreamed students are going to be evaluated and before sending them to the regular classroom.

___F___ 9) If a student has great difficulty in a mainstream class, the student should be withdrawn from that class.

___T___ 10) When discussing whether Jimmy should be mainstreamed in Mrs. Karl's class, it's a good idea to show Mrs. Karl samples of his work.

Handout #1

DETERMINING THE REQUIREMENTS FOR "MAKING IT" IN YOUR CLASS

HOW IS THE CLASSROOM ORGANIZED FOR INSTRUCTION?

How are assignments given to students?

How do students know what to do next?

What grouping arrangements are made for instruction?

WHAT ARE THE MANAGEMENT PROCEDURES OPERATING IN THE CLASSROOM?

What are the rules for appropriate behavior?

What are the consequences for following or not following rules?

How are grades assigned?

Are rules and grading procedures made explicit?

Do rules and grading procedures apply uniformly to all students in the class?

HOW IS CONTENT PRESENTED TO STUDENTS?

Is the same content presented to everyone?

Is new material presented through lecture, lecture supplemented by audio-visuals, in a textbook, or by demonstrations?

Are the same methods of presentation used for all students?

HOW IS CONTENT PRACTICED?

What materials are used?

Is the practice teacher-directed or student-directed?

Is practice carried out independently, in small groups, or in one large group?

Are the same practice activities required for everyone?

If variation does exist, is it in the rate at which practice tasks must be completed, the number of tasks assigned, or the way a student responds during practice (i.e., oral, demonstration, or written)?

HOW DO STUDENTS DEMONSTRATE KNOWLEDGE?

How and when is content tested?

What types of tests or projects are used to evaluate students?

In testing, what types of questions are used (i.e., essay, fill-in-the-blank, multiple choice)?

Are the same methods of testing used for all students?

Adapted from: *The Regular Classroom Teacher and the Individualized Education Program* (IEP), (California Regional Resource Center, 1979), pp. 100-102.

Form B
Page 1

DETERMINING CRITERIA FOR "MAKING IT"

Classroom Organization

Grouping:

- ____ Large Group
- ____ Small Group Short-Term
- ____ Small Group, Ability
- ____ Individual Instruction
- ____ Peer/Cross-age Tutoring
- ____ Independent Self-Instruction
- ____ Learning Centers
- ____ Other: ____________________

Methods of Instruction:

- ____ Teacher-Directed
- ____ Student-Directed
- ____ Materials-Directed
  - ____ Job Sheets
  - ____ Programmed
  - ____ Activity Packets
  - ____ Contracts
  - ____ Other: ____________________

Classroom Management

Grading System:

- ____ Homework
- ____ Class Discussion
- ____ Special Projects
- ____ Tests
- ____ Contracts
- ____ Other: ____________________

Rules:

- ____ Stated
- ____ Implied
- ____ Differentiated for Some Students
- ____ Consequences for Violations Known
- ____ Other: ____________________

Reward System:

- ____ Verbal Praise
- ____ Notes/Reports Home
- ____ Grades
- ____ Free Time
- ____ Special Activity
- ____ Teacher Time
- ____ Tangibles
- ____ Progress Charts
- ____ Other: ____________________

Methods of Presentation

General Structure:

_____ Outline

_____ Study Guide

_____ Preview Questions

_____ Provide Immediate Feedback

_____ Students Actively Involved

_____ Students Passively Involved

_____ Provide Cues, Mnemonic Devices

_____ Other: ____________________

Type of Presentation

Verbal:

_____ Demonstration

_____ Lecture

_____ Movie/Video Tapes

_____ Slides, Filmstrips

_____ Discussion

_____ Tape Recording

_____ Other: ____________________

Written:

_____ Textbooks

_____ Worksheets

_____ Chalkboards

_____ Articles

_____ Other: ____________________

Content:

_____ Expected Amount of Learning Same for All

_____ Time Provided for Learning Same for All

_____ Concept Level Expected Same for All

_____ Prior Learning Required

_____ Pretesting

_____ Other: ____________________

Methods of Practice

General Structure:

_____ Required Amount Varies by Student
_____ Time for Practice Varies by Student
_____ Teacher-Directed
_____ Grades Assigned
_____ Interactive
_____ Other: ____________________
_____ Large Group
_____ Individual
_____ Independent
_____ Individualized
_____ Sequenced

Level of Response:

_____ Copying/Modeling
_____ Recognizing
_____ Recall with Cues
_____ Recall without Cues
_____ Other: ____________________

Materials:

_____ Worksheets
_____ Books
_____ Audio/Visual
_____ Guided Discussion
_____ Other: ____________________

Methods of Testing

Verbal:

_____ With Teacher/Student
_____ Tape Recorder

Demonstration:

_____ Project
_____ Product
_____ Process
_____ Other: ____________________

Written:

_____ Term Papers
_____ Essay
_____ Recall with/without Cues
_____ Match
_____ Multiple Choice
_____ Other: ____________________

Testing

Structure:

_____ Group

_____ Individual

_____ Amount to be Tested Varied by Student

_____ Time Allotted for Completion Varies by Student

_____ Other: ______________________________

When:

_____ Daily

_____ Pop Quizzes

_____ Weekly

_____ Upon Completion

_____ Other: ______________________________

Adapted from: The Regular Classroom Teacher and the Individualized Education Program (IEP). (California Regional Resource Center, 1979), pp. 130-134.

Handout #2

DETERMINING THE REQUIREMENTS FOR "MAKING IT" IN YOUR CLASS

Mr. Sims' - 6th grade science class

HOW IS THE CLASSROOM ORGANIZED FOR INSTRUCTION?

How are assignments given to students?

oral or written on blackboard

How do students know what to do next?

oral instructions

What grouping arrangements are made for instruction?

all one group (about 30-35 students)

WHAT ARE THE MANAGEMENT PROCEDURES OPERATING IN THE CLASSROOM?

What are the rules for appropriate behavior?

No talking, no getting out of seat without permission, raise hand to ask questions. Also get work in on time

What are the consequences for following or not following rules?

Demerits for talking, out of seat, not raising hand. 10 demerits → principal. If work not done, grade of F

How are grades assigned?

50% on homework
50% on unit tests

Are rules and grading procedures made explicit?

Yes

Do rules and grading procedures apply uniformly to all students in the class?

Yes

HOW IS CONTENT PRESENTED TO STUDENTS?

Is the same content presented to everyone?

Yes

Is new material presented through lecture, lecture supplemented by audio-visuals, in a textbook, or by demonstrations?

Text, lecture, AV, demonstration

Are the same methods of presentation used for all students?

Yes

HOW IS CONTENT PRACTICED?

What materials are used?

Study guide student must complete; homework to answer specific questions over ch. in text

Is the practice teacher-directed or student-directed?

Teacher-directed

Is practice carried out independently, in small groups, or in one large group?

Most independently, some in large group

Are the same practice activities required for everyone?

Yes

If variation does exist, is it in the rate at which practice tasks must be completed, the number of tasks assigned, or the way a student responds during practice (i.e., oral, demonstration, or written)?

HOW DO STUDENTS DEMONSTRATE KNOWLEDGE?

How and when is content tested?

At end of unit - about once a month

What types of tests or projects are used to evaluate students?

Teacher-made tests; completion of assigned projects

In testing, what types of questions are used (i.e., essay, fill-in-the-blank, multiple choice)?

MC, T/F, Fill in

Are the same methods of testing used for all students?

Yes

Adapted from: The Regular Classroom Teacher and the Individualized Education Program (IEP), (California Regional Resource Center, 1979), pp. 100-102.

ANDY

Andy reads slightly below grade level. He has excellent auditory memory. Although you are still working with him on written language problems, these skills are still very weak. His handwriting is nearly illegible; his spelling is erratic; and he has difficulty putting thoughts on paper. He is a very quiet, withdrawn student.

He's very interested in science. You know that he usually works very hard in those subjects in which he is interested.

CAROL

Carol reads about two years below grade level. She has some problems in understanding written directions. She does best when the teacher gives her assignments face to face or by demonstration of what she's to do. When she does understand the assignment, she is persistent in completing it. When she doesn't understand the assignment, she is likely to blurt out questions.

Carol's handwriting, spelling, and composing of short sentences are only slightly below average for her grade level.

Handout #3

SAMPLES OF CONTRACTS THAT CAN BE DEVELOPED FOR EH STUDENTS IN REGULAR CLASSROOMS

Example #1

In order to remain in Mrs. Parker's room for reading, I agree that I must do the following things:

1. I will get 75-80% in my reading activities. (Comprehension, workbook, and any other assignments.)
2. I will spell 20 words** a week with an 80% accuracy.
3. I will take my spelling words home at least twice a week to study them.
4. I will follow the rules for this class and will not expect them to apply to everyone except me.
5. I can go to the resource room for some extra help if I feel I need it.

**Students in the regular classroom worked on 40 words per week; the teacher agreed this student should work on half that number.

Example #2

In order to remain in Mr. Clark's Science class, I will need to do the following things:

1. Hand in all assignments and achieve at least 75-80% accuracy on them.
2. Work all hour/pay attention all hour. (No talking, day dreaming, etc.)
3. Achieve at least 70% on tests.
4. If I receive 10 demerits for not following the rules in class, I will go back to the resource room.
5. I can go to the resource room and receive help on my science if I need it.

Handout # 4

DAILY BEHAVIOR SHEET

NAME ____________________

DATE ____________________

SUBJECT	1	2	3	4	5	6	7	8	9	10	TOTAL	Teacher
COPING												
READING												
MATH												
SPELLING												
LANG. ARTS												
WRITING												
AM BUS												
PM BUS												
AM RECESS												
PM RECESS												
LUNCHROOM												
Noon RECESS												
MUSIC/ P.E.												
EXTRA												

1. On time to class
2. Began work immediately
3. Brought pencil, paper, & books
4. Body Language & Facial Expressions Approp.
5. Worked without wasting time
6. Worked Quietly
7. Wrote neatly
8. Followed Directions with one request
9. Appropriate words used
10. Respect shown to Teacher & Peers

Handout #4 (continued)

Checklist for Mainstreamed Students

Student ______________________________ Teacher ____________

Subject ________________ Grade ________ Date _______________

Please check items that describe the student accurately.

I. Social skills

- Is friendly
- Is courteous
- Gets along with other students
- Is cooperative
- Respects others' property
- Obeys classrooms rules
- Keeps materials neat
- Shows self control appropriate for age
- Demonstrates a positive attitude
- Shows consideration of others
- Attends in class
- Requests assistance when necessary

II. Work skills

- Completes assignments
- Contributes to class discussion
- Follows oral directions
- Completes tests verbally
- Brings materials to class
- Completes assignments independently
- Prompt
- Accepts constructive criticism

Handout #4 (continued)

Teacher completes this for student.

Math 10	
Reading 10	
Spelling 10	
English 10	
Writing 10	
Recess 10 10 10	A.M. Noon P.M.
Work must be 80% correct. Work must be neat. Work must be completed on time.	__________ Name Date __________

ENVIRONMENTAL STRATEGIES

1. Preferential seating
2. Study carrel
3. Isolation
4. Change to a different classroom

ORGANIZATION STRATEGIES

1. Time limits for assignments
2. Questioning at end of each sentence/paragraph to help focus on important information
3. Allowing additional time to complete task/take test
4. Highlighting main facts in the book
5. Organizing a notebook or providing folder to help organize work
6. Asking student to repeat directions given.

MOTIVATIONAL STRATEGIES

1. Checking papers by showing C's for correct
2. Sending home daily progress report
3. Immediate reinforcement of correct response
4. Keeping graphs & charts of student's progress
5. Conferencing with student's parents
6. Conferencing with student's other teachers
7. Student reading lesson to aide, peer tutor or teacher
8. Home/school communication system for assignments

PRESENTATION STRATEGIES

1. Giving assignments orally and visually
2. Taping lessons so student can listen again
3. Immediate reinforcement of correct response
4. Allowing student to have sample or practice test
5. Providing mimeographed material
6. Immediate correction of errors
7. Providing advance organizers

CURRICULUM STRATEGIES

1. Special materials
2. Providing opportunities for extra drill
3. Providing study guide
4. Reducing quantity of material
5. Providing instructional materials geared to student's level of basic skills

Handout #6

Application Actvity

Choose one situation to complete independently for discussion.

Secondary:

Brenda is a twelfth grader who reads at about the fourth grade level. To graduate she needs one more science credit. The only one which fits into her schedule is taught by Mr. Baker. Mr. Baker demands that his students do a great deal of reading. In the past he has refused to grant any concessions to students who have reading problems. How would you approach Mr. Baker about Brenda's taking his course? What would you do to prepare Brenda for transfer? To begin transfer? After transfer?

Elementary:

Tom is a fifth grader who reads at grade level but is extremely fidgety: looks around the room when he is not reading, or makes noise, or distracts others You know his reading skills are acceptable but his current behavior is not. What would you do to prepare him for transferring back to his teacher, Mrs. Winn? How would you begin the actual transfer process? What would you do after transfer?

Workshop 4

Goal 2: The teacher will be able to use community resources.

2a. The teacher will be aware of resources in the community.

I. Introduction

A. There is a wide range of services available in each community to meet the needs of students with emotional handicaps.

B. Because the services available in each community are unique, the format of this workshop differs from the others. After a presentation and pretest, participants are sent forth with an application activity to explore the services available in their own communities.

Rather than a pretest, as used in the other modules, this "homework" assignment is completed and returned to the presenter at a later date.

II. Community services

A. Apter (1982) discusses three systems outside of the school with impact on students with emotional handicaps. These include:

1. Social-welfare
2. Legal-correctional
3. Mental health

III. Social-welfare services

A. Provided to eligible families, and includes health services, family planning, housing services, emergency aid, and protective services for minors

B. Services are delivered through caseworkers who decide eligibility and devise service plans

C. Students are rarely the direct recipients unless in protective services

D. Most often involved in cases of abuse/neglect or if parental custody is questionable

E. Caseworkers frequently coordinate all social services received in a family

F. Teachers are sometimes called upon to provide information about school functioning

G. Teachers are required by law to report suspected abuse and neglect through the channels described by their school district (Workshop presenter is urged to have and present copies of local district's policy)

IV. Legal-correctional system

A. There is a great deal of latitude in dealing with juveniles. Before court referrals, police can use verbal warnings with release to parent custody, referral to social agencies, or temporary custody at the police station

B. When brought to court (about half of juvenile arrests never reach the courts) judge may issue a warning, give probation, or assign to a restricted detention center, or training school

C. Apter and Conoley (1984) describes four stages in the process by which students come in contact with the correctional system. These are:

1) Stationhouse adjudication, including official or formal warnings given by the police; these are the only action taken. Stationhouse adjudications are very common.

2) Petition and authorization includes court intake staff (usually social workers) who contact the petitioner (frequently the police), parents, student, friends, school authorities, etc. in an effort to gather data about the violation. Unofficial interventions begin.

3) Detention, waiver hearings, and preliminary examinations represent a range of interventions

4) Adjudication, which includes presenting the case to the court

D. Community-based settings such as group homes and increasing supervision of probation officers are attempts to decrease recidivism or escalation of antisocial behaviors

E. Legal system is responsible for the education of juveniles placed in an institutional setting; public school is responsible for community facilities; teachers may need to work with houseparents or probation officers

V. Mental health system

A. Most frequent teacher contacts of these three systems discussed

B. Psychologists or psychiatrists may diagnose and see students in individual or group therapy

C. Local mental health centers are usually staffed by a variety of psychologists, psychiatrists, and social workers

D. Services vary from diagnostic services, therapy, counseling, chemotherapy, and consultation

E. Frequently mental health centers have outreach programs for promoting mental health and preventing substance abuse

F. Two interventions frequently used with students with emotional handicaps are chemotherapy and inpatient care

G. General decrease in the number of students admitted to state hospitals, possibly due to chemotherapy

H. Psychotherapy remains the primary intervetion; play therapy may be used; family therapy is now stressed

I. Services are not free -- Medicare or sliding scale

VI. Problems in the current systems

A. Apter (1982) discusses these problems:

1. services do not meet needs of students
2. poor cooperation between agencies
3. lack of planning
4. cost of mental health services
5. inability to reach students who need services
6. medical model of these systems focus on pathology rather than prevention
7. dehumanizing, frustrating service delivery

VII. Other services

A. Review Handout #1 with participants

VIII. Review homework assignment

REFERENCES

Apter, S.J. (1982). TROUBLED CHILDREN/TROUBLED SYSTEMS. Elmsford, NY: Pergamon Press.

Apter, S.J. & Conoley, J. (1984). CHILDHOOD BEHAVIOR DISORDERS AND EMOTIONAL DISTURBANCE. Englewood Cliffs, NJ: Prentice Hall

Coleman, M. (1986). BEHAVIOR DISORDERS: THEORY AND PRACTICE. Englewood Cliffs, NJ: Prentice Hall

HANDOUT #1

Services for Students with Emotional Handicaps
(adapted from Coleman, 1986)

Services	Function
Social Services	health services, family planning, housing, emergency financial aid, protective custody
Mental health centers	counseling, preventive programs, substance abuse prevention and treatment
Legal systems	rehabilitation for offenders
Vocational rehabilitation agencies	job-securing services
Associations of handicapped persons	advocacy, lobbying, parent support
Telephone hotlines	emergency counseling, suicide prevention, child abuse help
Big Brother/Big Sister	provides appropriate volunteer role models
YMCA, YWCA, parks and recreation	recreation and leisure programs
Youth organization	scouts, 4 H, Junior Achievement

Homework Assignment

This homework assignment is designed to increase your awareness of community agencies. Each participant will research three local community agencies using the questionnaire below (a telephone call will probably supply the information needed). These questionnaires will then be returned to the workshop presenter who will collate the information and send copies of all questionnaires to all participants. Everyone will share in a great deal of information. Organizations will be assigned to prevent duplication. Possibilities include:

Mental Health Association of Indiana
Crippled Children's Society
Goodwill
Department of Mental Health
Big Brother/Big Sister
Association for Retarded Citizens
Compassionate Friends
Task Force for the Handicapped
Parents without Partners
Youth Shelter
Survivors of Suicide
Alcoholics Anonymous, Alanon, Alateen
Toughlove
Vocational Rehabilitation

QUESTIONNAIRE

Name of Agency:____

Circle all that apply.

1. Number of staff employed

   a. 1
   b. 2-5
   c. 6-15
   d. 15+

2. Credentials of agency and staff

   a. medical doctor
   b. licensed psychologist
   c. licensed social worker
   d. others with specialized training and certification

3. Accreditations of licensing of agency

4. Services provided

   a. family counseling
   b. marriage counseling
   c. individual counseling
   d. group therapy
   e. stress management
   f. biofeedback/relaxation therapy
   g. preschool
   h. assessment of developmental disabilities
   i. crisis managment
   j. assertiveness training
   k. psychological testing
   l. vocational evaluation
   m. neuropsychological evaluation
   n. substance abuse counseling

5. Fees or payment

   a. sliding scale
   b. flat rate

6. Insurance coverage

   a. usually available
   b. sometimes individual or group policies provide partial coverage
   c. unknown

Workshop 5

TIME: 1 Minute

Goal 3: The teacher will be able to function effectively as a member of a multidisciplinary team.

The special education teacher is involved in decisions that profoundly affect children's lives. As part of the multidisciplinary team, the special education teacher is often involved in: a) determining if referral for special education services is warranted; b) conducting at least a portion of the observation and assessment to determine whether students are eligible for special education services; and c) participating in the final decision concerning student placement in regular or special education classes. In addition the special educator participates in the annual reviews of student's progress and makes recommendations for the future. All of these duties are described in P.L. 94-142 and in Indiana's Rule S-1.

TIME: 5-10 Minutes
MATERIAL: Test

3a. The teacher will be able to describe the roles of the members of the multidisplinary team.

The teacher, acting as a consultant to other teachers, has other less clearly defined responsibilities as well. These responsibilities include easing transfer of students from special to regular classrooms; assisting in maintaining students in the regular classrooms; and assisting the classroom teacher. As discussed in earlier workshops, this assistance can take a variety of forms.

As part of the multidisciplinary team, the teacher/consultant works with a variety of other professionals. The roles of some of these professionals and the possible relationship of the teacher to these professionals are described below:

1. The school psychologist conducts a major part of the assessment of students, measuring and interpreting students' intellectual, emotional, and social development, and diagnosing educational/personal disabilities. The psychologist collaborates in planning appropriate education programs and may assist in designing individual behavior management programs for students with severe problems. Some psychologists work with parents and/or parent groups and do individual counseling. In a multidisciplinary staffing to determine the placement of students in educational programs, the psychologist usually presents assessment data and makes a recommendation for a type of placement. The special education teacher usually assesses the student's performance as well, using different measures such as observations, checklists, and other assessment devices. In some cases the results of these assessments may differ. The entire multidisciplinary team must seek to resolve these differences and come to a decision.

2. The school social worker provides services to assist in the prevention and solution of personal, social, and emotional problems of students that involve family and school that effect the quality of the school work of the student. Social workers and the teacher/consultants sometimes work together in establishing and monitoring home reinforcement programs for students with emotional handicaps.

3. The speech and language clinician diagnoses, evaluates, and provides therapy for students with communicative disorders. The clinician may ask the teacher/consultant to assist in the carry-over of therapy programs into regular or special classrooms by, for example, asking the student to use words with specific sounds, by reinforcing certain sounds or language constructions, or by requiring that students speak in full sentences.

4. Guidance counselors play various roles in schools, depending on whether they work in elementary or secondary schools, on their job assignments, and on their own personal interests and skills. They often serve as coordinators of pupil information -- including the number of absences, previous teacher reports, anecdotal records, and so on. This kind of information is required and is indeed invaluable in multidisciplinary staffings. Many counselors assist in reporting suspected child abuse and drug abuse. Guidance counselors at the secondary level are often involved in career planning and career exploration. Since the role of the guidance counselor varies greatly, the teacher/consultant needs to determine how this role is fulfilled in the local area.

5. The adminstrator of the local education agency (LEA) is sometimes a building principal and sometimes a representative of the special education cooperative. In either case the adminstrator's role in the multidisciplinary staff conference is to commit the resources of the LEA to the education of the special education students.

6. The regular class teacher plays a crucial role in the multidisciplinary staffing in determining possible special education placement. The regular teacher can report specifically on the types of problems or behaviors that the teacher feels would warrant removing the child from the regular classroom. This report would include as much objective data as possible. If the purpose of the staffing is for annual review of progress of a student mainstreamed in one or more classes, again the regular class teacher can report on how well the student is doing in the mainstream classroom with appropriate objective data. In some junior and senior high school programs there may be several regular class teachers who have contact with a special education student. Input from all of these teachers is important, since students may behave differently with different people or in different settings. On those occasions when the classroom teacher is unable to attend the staffing in person, the teacher/consultant may need to elicit a written report from the teacher on the student's progress.

7. Chapter I teachers, specialists in reading or math programs designed specifically for disadvantaged students, technically cannot work with special education students. (This would be a duplication of services.) Sometimes students seen by Chapter I teachers are subsequently referred to special education programs. In such cases Chapter I teachers may report to the multidisciplinary staffing the student's progress with them and their recommendations for the future.

8. Parents must be invited to attend the multidisciplinary staffing, although they may choose not to attend. Teacher/consultants must advise parents prior to the meeting who is going to be there and what decisions are to be made. Special education teachers may greet the parents as they come to the meeting room and make sure they are introduced to all the participants.

9. It is appropriate for some special education students to be involved in the staffings. Such involvement is particularly appropriate at annual reviews when the participants are setting long term goals for the following year. Students who are mature enough may want to assist in the determining of these goals. The special education teacher should explain the purpose of the meeting, who is going to be there, and what is going to take place. The student might attend only a part of the meeting, e.g., when the long term goals are being written.

TIME: 5-10 Minutes

Discuss how these roles are fulfilled in your local setting.

e.g., Do psychologists in your area primarily do testing or also counseling?

How often do students attend staffings? Should they attend more often? Less often?

About what percent of parents come to staffings? One parent or both parents? How could you encourage more to attend? How could you make them feel more comfortable once they are there?

3b. The teacher will be able to suggest special services appropriately.

When decisions are being made as to the type of placement for the student with emotional handicaps, the teacher/consultant may need to remind other members of the multidisciplinary staffing team that a variety of placement options are available. In addition to separate facilities or self-contained classes, some students can be maintained in the regular classroom if the classroom teacher has assistance from the consultant. (See Notes from Workshop Three). All placement options should be considered and evaluated. If regular class plus consultant help is being considered, the consultant should list specifically the kinds of assistance she/he can offer.

3c. The teacher will be able to prepare and present documentation to the multidisciplinary and IEP meetings.

P.L. 94-142 and Rule S-1 require specific documentation for the multidisciplinary staffing. The special education teacher might remind classroom teachers and other professionals of the type of documentation needed.

Documentation may include graphs, anecdotal logs of behavior, and/or daily behavior checklists. Teachers should prepare a written summary of the data they have collected and distribute this summary at the meeting.

It is much easier for other teachers, adminstrators, and parents to follow this kind of written report than it is to follow an oral account. A written report also gives participants including parents, something they can refer to later.

It is customary at the staffings to appoint someone to serve as secretary and take notes on the formal decisions made in the meeting. In addition, if the decision is made for regular class placement with consultant assistance, the consultant might summarize for the teacher the specifics of the plan they should work on.

TIME: 10-15 Minutes
MATERIAL: Posttest

Workshop #4 Pretest/Posttest

In addition to the special education teacher, list below the other members of the multidisciplinary team and their specific responsibilities for students.

Team member	Specific responsibility

Workshop 6

Goal 4: The teacher will be able to work effectively with parents.

Administer pretest

4a. The teacher will be able to communicate effectively with parents.

I. Introduction

A. Students with emotional handicaps develop within a series of contexts, one of which is school, another the community, social attitudes, beliefs, and values, and yet another, the family.

B. Partnership with parents greatly increases the possibilities for success for students with behavior disorders.

C. Teachers must, however, be able to communicate to parents as individuals, also developing within a series of contexts.

II. Communication skills

A. The communication skills described at the beginning of the module are also appropriate when dealing with parents.

B. Communication with parents must be mutually respectful.

C. Must keep in mind verbal and nonverbal communication.

D. Communication is descriptive (keep it objective), inferential (ideas which seem to emerge) and evaluative (communicates judgements and conclusions).

E. Potential barriers to communicating with parents are:
1. memory failure
2. affectations
3. language levels which are not shared
4. jargon
5. fatigue (one can only listen and sit so long)
6. strong feelings
7. the environment (who can sit in a student's desk and seriously talk like adults)

F. Must assume:
1. parents are acting in good faith
2. parents are individuals; cannot expect or demand perfect understanding.
3. parents are capable of helping plan for their children
4. feedback is necessary for parents

G. Should listen for feelings

(work through Handout #1)

4b. The teacher will be able to design appropriate parent training and support activities.

I. Introduction

A. Most important point is to make the program fit the parent, not the parent fit the program

B. Must do a needs assessment and design appropriate activities

C. Parents have the right to be as involved in their child's education as they choose to be

NONINVOLVEMENT IN EDUCATION PROGRAMMING DOES NOT MEAN NONINVOLVEMENT WITH THE CHILD.

D. Reasons parents may choose to be uninvolved:
1. inconvenient meeting times and places
2. no parent input
3. assuming parents can read, write, carry out complex programs
4. failing to provide feedback and reinforcement
5. parents feeling of intimidation or inadequacy
6. parent may perceive competition with the teacher
7. exhaustion

II. Being effective partners

A. Teachers must have these qualities to be effective partners for parents:
1. self-awareness
2. expertise
3. emotional control
4. empathy
5. honesty
6. acceptance
7. patience
8. advocacy

B. Following a model:
1. Introductory conference
2. Assess parents' needs
3. Design activities
4. Implement activities
5. Evaluate program

C. Introductory conference
1. establish working relationship
2. review any new information, answer any questions
3. describe problem

D. Assessing parents' needs
1. design a needs assessment
2. Handout #2

E. Design activities
  1. Should be on a continuum from the least involvement to the most.
  2. Possible activities (from least to most involvement)
    1. Written and telephone communication
      a. daily report cards
      b. passing a notebook
      c. notes, letters, and notices
      d. newsletters
      e. telephone calls
    2. Parent teacher conferences
      a. progress report
      b. IEP
      c. problem solving
      d. home visits
    3. Groups
      a. informational
      b. communication
      c. problem solving
      d. discussion
      e. training (see training materials list, Handout #3)
    4. Innovative
      a. parent training
      b. parent instructors
      c. parents on committees
      d. parents partnering parents
      e. parent resource centers or libraries

F. Implement
  1. do it!

G. Evaluation
  1. was the activity available?
  2. was it offered as scheduled?
  3. did parties attend?
  4. was participation adequate?

4c. The teacher will be able to appropriately involve parents in program implementation.

I. Introduction

A. Parents are typically involved on two levels of program implementation: managing behaviors at home and supporting classroom objectives.

II. Involving parents in managing behaviors at home

A. Training parents in the principles of behavior management

B. Group training maybe possible, as described above

C. Parents must be taught to follow the same sequence as teachers:
  1. define their target
  2. determine when, where, how frequently, and in what way the behaviors occur

3. determine what is currently happening when the behavior occurs
4. observe and record the behavior (this is the toughie for busy parents)
5. develop the intervention. (Parents need practical, economical, and realistic interventions.)
6. implement the intervention
7. evaluate the intervention

III. Parent support of classroom objectives

A. Requires a school-home communcation system

B. May involve reinforcing (or not reinforcing) the student in regards to a daily report card system

C. Serve as a motivator

D. Provide opportunities for the student to generalize and transfer the skill

Administer posttest

Handout #1

LISTENING FOR FEELINGS

Parent says:	Parent feels:
	(these are possible answers and should not appear on papers given to participants)
My husband leaves when John misbehaves.	angry, unsupported, abandoned
John is my child and I will discipline him as I see fit.	defensive
Mrs. Jones' son was tardy and he only got a warning.	discriminated against
With my job and the other kids, I am just too tired to work on a special program with John.	depressed; overwhelmed
When I get angry at John, I feel like I'm a rotten mother.	guilty
He'll never change; he's just like his father.	angry, projecting hostility
I can't believe Judy did that. We did't raise her to act like that.	embarrassed
Michael is really a good boy. No one will give him a change.	defensive
I don't like doctors. They never tell me anything anyway.	intimidated

Handout #2

SAMPLE ITEMS FOR NEEDS ASSESSMENT

Circle how you feel about each item.

1. I would like to talk about my feelings about my child with someone who understands the problem.

   Very important Important No opinion Unimportant

2. I would like to talk with other parents with children with emotional handicaps.

   Very important Important No opinion Unimportant

3. I would like to learn more about emotional handicaps.

   Very important Important No opinion Unimportant

4. I would like to learn how to manage my child's behavior at home.

   Very important Important No opinion Unimportant

5. I would like to learn more about how children with emotional handicaps learn and develop.

   Very important Important No opinion Unimportant

6. I would like to teach my child some skills at home.

   Very important Important No opinion Unimportant

7. I would like to know about my rights and those of my child.

   Very important Important No opinion Unimportant

8. I would like to know about materials and services which my child uses at school.

   Very important Important No opinion Unimportant

I would like to learn about these things by:

_____ Talking to a professional
_____ Talking to another parent
_____ Going to an agency other than school
_____ Reading information
_____ Meeting informally with a group of parents
_____ Observing teachers
_____ Individual parent-teacher conferences

Handout #3

Training Materials

Living with Children
Open University
Published by Harper-Row Ltd 252 p.

Working with Parents
Cunningham, Cliff; Davis, Hilton
Series: Children with Special Needs Ser.
Open University Press 160 p.

P.E.T., Parent Effectiveness Training:
The Tested New Way to Raise Responsible Children
Gordon, Thomas
Plume 352 p.

Communication Workshop for Parents of Adolescents: Leader's Guide
Parent's Review
Brownstone, Jane E.; Dye, Carol J.
Research Press 11/19/1973

Systematic Training for Effective Parenting of Teens-Step-Teen:
Leader's Guide
Dinkmeyer, Don; McKay, Gary D. 135 p.
Am Guidance 08/1983

The Parent's Handbook:
Systematic Training for Effective Parenting of Teens-Step-Teen:
Leader's Guide
Dinkmeyer, Don; McKay, Gary D.; Johnston, Jim-Illustrator
160 p.
Am Guidance 04/1983

The Parent's Handbook:
Systematic Training for Effection Parenting (STEP)
Dinkmeyer, Don; McKay, Gary D.; Rob, John-Illustrator
120 p.
Am Guidance 1982

The Parent's Handbook:
Systematic Training for Effective Parenting (STEP)
Dinkmeyer, Don; McKay, Gary D.
Random House

The Unexpected Minority: Handicapped Children in America
Gliedman, John; Roth, William
Harcourt Brace Jovanovich

Parents Are Teachers: A Child Management Program
Becker, Wesley C.
Res Press 1971 Order No.: 0194

Pretest-Posttest

Three barriers to communication are:

1)
2)
3)

What are two assumptions teachers must make in involving parents?

1)
2)

Why may parents choose to be noninvolved in educational programming for their child?

Three written and telephone involvement activities are:

Three purposes for parent-teacher conferences are:

T/F 1. Because honesty is important when communicating with parents, feel free to react emotionally when listening to their problems.

T/F 2. Noninvolvement in educational programming means that parents are not involved with their children.

T/F 3. Teachers can assume that if they send home a note, it will be read.

PARTICIPANTS IN VIDEOTAPED ROLE PLAYS

The four participants in the videotaped role plays were graduate students in a class on the Special Educator as Consultant taught by Dr. Sandra Lloyd at Indiana State University. These students are:

Shana Faust
Pam Pruitt
Mary Talley
Kathy Walker

MODULE FIVE - CONSULTATION

References Used in the Module

Idol-Maestas, L. (1983) The Special Educator's Consultation Handbook. Rockville, MD: Aspens Systems.

Kroth, R. (1972)

Kurpius, D. (1978). Consultation theory and process: An integrated model. Personnel and Guidance Journal, 56,, 335-338.

Lauver, P.J. (1974) Consulting with teachers: A systemic approach. Personnel and Guidance Journal, 52(8), 535-540.

Suggested Resources for Trainers

Heron, T.E. and Harris, K.C. (1982). The educational consultant: Helping professionals, parents, and mainstreamed students. Boston: Allyn & Bacon.

This text is very useful, particularly in its discussions of least restrictive environment and working with parents and students. It is more theoretical than Idol-Maestas's book.

Idol-Maestas, L. (1983). The Special Educator's Consultation Handbook. Rockville, MD: Aspens Systems.

This text contains many practical examples of how consultants have developed consultation plans and have modified them according to the needs of teachers or students.

Selected References on Consultation Training

Cipani, E. (1985). The three phases of behavioral consultation: Objectives, intervention, and quality assurance. Teacher Education and Special Education, 8(3), 144-152.

Conoley, J.C. & Conoley, C.W. (1982). School consultation: A guide to practice and training. New York: Pergamon Press.

Evans, S. (1980). The consultant role of the resource teacher. Exceptional Children, 46(5), 402-403.

Friend, M. (1984). Consultation skills for resource teachers. Learning Disability Quarterly, 7, 246-250.

Friend, M. (1985). Training special educators to be consultants: Considerations for developing programs. Teacher Education and Special Education, 8(3), 115-120.

Idol-Maestas, L., Nevin, A. & Palocci-Whitcomb, P. (to be published 9/86). The classroom consultant: Principles and techniques. Rockville, MD: Aspens Systems Corporation.

Knight, M.F., Meyers, W.W., Paolucci-Whitcomb, K.P., Hasazi, S.E. & Nevin, A. (1981). A four year evaluation of consulting teacher service. Behaviorial Disorders, 6(2), 92-100.

Lew, M., Mesch, D. & Lates, B.J. (1982). The Simmons College generic consulting teacher program. Teacher Education and Special Education,5(2)., 11-16.

Miller, T.L. & Sabatino, D.L. (1978). An evaluation of the consultant model as an approach to mainstreaming. Exceptional Children, 44, 86-92.

Parker, C.A. (Ed.) (1975). Psychological consultation: Helping teachers meet special needs. Reston, VA: Council for Exceptional Children.

Paolucci-Whitcomb, P. & Nevin, A. (1985). Preparing consulting teachers through a collaborative approach between university faculty and field-based consulting teachers. Teacher Education and Special Education,8,(3), 132-143.

Rosenfield, S. (1985). Teacher acceptance of behaviorial principles: An issue of values. Teacher Education and Special Education, 8(3), 153-157.

Speece, D.L. & Mandel, C.J. (1980). Resource room support services for regular teachers. Learning Disability Quarterly, 3, 49-53.